



**AP**<sup>®</sup>

# Spanish Language and Culture Practice Exam and Notes

Effective Fall 2013



## About the College Board

The College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, the College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT® and the Advanced Placement Program®. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.

For further information visit [www.collegeboard.org](http://www.collegeboard.org).

## AP Equity and Access Policy

The College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial and socioeconomic groups that have been traditionally underserved. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. The College Board also believes that all students should have access to academically challenging course work before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

## AP Spanish Language and Culture Practice Exam

Materials included in this Practice Exam may not reflect the current AP Course Description and exam in this subject, and teachers are advised to take this into account as they use these materials to support their instruction of students. Please visit AP Central® ([apcentral.collegeboard.org](http://apcentral.collegeboard.org)) to determine whether a more recent Course and Exam Description PDF is available.

## Important Note

This Practice Exam is provided by the College Board for AP Exam preparation. Teachers are permitted to download the materials and make copies to use with their students in a classroom setting only. To maintain the security of this exam, teachers should collect all materials after their administration and keep them in a secure location.

Exams may **not** be posted on school or personal websites, nor electronically redistributed for any reason. Further distribution of these materials outside of the secure College Board site disadvantages teachers who rely on uncirculated questions for classroom testing. Any additional distribution is in violation of the College Board's copyright policies and may result in the termination of Practice Exam access for your school as well as the removal of access to other online services such as the AP Teacher Community and Online Score Reports.

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# Introduction

Beginning in May 2014, the AP Spanish Language and Culture Exam will assess student proficiency in the three modes of communication described in the *Standards for Foreign Language Learning in the 21st Century*. The revised exam will remain consistent with the current exam in overall length and will continue to feature multiple-choice and free-response questions. The exam will also feature a greater variety of authentic materials, both print and audio.

Part I of this publication is the Practice Exam. This resembles an actual AP Exam, including instructions and sample questions. However, these exam items have never been administered in an operational exam, and, therefore, statistical analysis is not available. The purpose of this section is to provide educators with sample exam questions that accurately reflect the composition and design of the revised exam, in a format that allows teachers to test their students in a situation that closely resembles the actual exam administration.

Part II is the Notes on the Practice Exam. This section provides information on how curriculum and assessment are related through detailed explanation of how each exam question connects to the AP Spanish Language and Culture Curriculum Framework. For multiple choice questions, correct answers are justified, and incorrect choices are explained. For free-response tasks, characteristics of strong, good, and fair responses are provided.

## How AP Courses and Exams Are Developed

AP courses and exams are designed by committees of college faculty and AP teachers who ensure that each AP course and exam reflects and assesses college-level expectations. These committees define the scope and expectations of the course, articulating through a curriculum framework what students should know and be able to do upon completion of the AP course. Their work is informed by data collected from a range of colleges and universities to ensure that AP course work reflects current scholarship and advances in the discipline.

These same committees are also responsible for designing and approving exam specifications and exam questions that clearly connect to the curriculum framework. The AP Exam development process is a multi-year endeavor; all AP Exams undergo extensive review, revision, piloting, and analysis to ensure that questions are high quality and fair and that the questions comprise an appropriate range of difficulty.

Throughout AP course and exam development, the College Board gathers feedback from secondary and post-secondary educators. This feedback is carefully considered to ensure that AP courses and exams provide students with a college-level learning experience and the opportunity to demonstrate their qualifications for advanced placement and college credit upon college entrance.

## Methodology Guiding the Revision

The course and the exam are conceived and developed using similar methodologies. The course is designed using the principles of *Understanding by Design*, and the exam is defined using an evidence-centered design approach. Both processes begin by identifying the end goals which identify what students should know and be able to do by the end of their AP experience. These statements about students' knowledge and abilities, along with descriptions of the observable evidence that delineate levels of student performance, serve simultaneously as the learning objectives for the course and the targets of measurement for the exam. The course and exam, by design, share the same foundation.

## Course Development

Each committee first articulates its discipline's high-level goals before identifying the course's specific learning objectives. For AP courses in world languages and cultures, the committees representing six languages worked together to define learning objectives directly linked to Interpersonal, Interpretive, and Presentational modes of communication. For each language, the end result is a set of learning objectives that comprise the curriculum framework.

## Exam Development

Exam development begins with the committee making decisions about the overall nature of the exam. How will the learning objectives for the course be assessed? How can students best demonstrate their proficiencies in each mode of communication? How will the course content and skills be distributed across the exam? How many multiple-choice questions should there be? How many free-response tasks should be included? How much time will be devoted to each section? Answers to these questions become part of the exam specifications.

With the exam specifications set, test developers design questions that conform to these specifications. The committee reviews every exam question for alignment with the curriculum framework, accuracy, and a number of other criteria that ensure the integrity of the exam.

Exam questions are then piloted in AP classrooms to determine their statistical properties. Questions that have been approved by the committee and piloted successfully are included in an exam. When an exam is assembled, the committee conducts a final review to ensure overall conformity with the specifications.

## How AP Exams Are Scored

The exam scoring process, like the course and exam development process, relies on the expertise of both AP teachers and college faculty. While multiple-choice questions are scored by machine, the free-response questions are scored by thousands of college faculty and expert AP teachers at the annual AP Reading.

AP Exam Readers are thoroughly trained, and their work is monitored throughout the Reading for fairness and consistency. In each subject, a highly respected college faculty member fills the role of Chief Reader, who, with the help of AP Readers in leadership positions, maintains the accuracy of the scoring standards. Scores

on the free-response questions are weighted and combined with the results of the computer-scored multiple-choice questions, and this raw score is summed to give a composite AP score of 5, 4, 3, 2, or 1.

The score-setting process is both precise and labor intensive, involving numerous psychometric analyses of the results of a specific AP Exam in a specific year and of the particular group of students who took that exam. Additionally, to ensure alignment with college-level standards, part of the score-setting process involves comparing the performance of AP students with the performance of students enrolled in comparable courses in colleges throughout the United States. In general, the AP composite score points are set so that the lowest raw score needed to earn an AP score of 5 is equivalent to the average score among college students earning grades of A in the college course. Similarly, AP Exam scores of 4 are equivalent to college grades of A–, B+, and B. AP Exam scores of 3 are equivalent to college grades of B–, C+, and C.

### Using and Interpreting AP Scores

The extensive work done by college faculty and AP teachers in the development of the course and the exam and throughout the scoring process ensures that AP Exam scores accurately represent students' achievement in the equivalent college course. While colleges and universities are responsible for setting their own credit and placement policies, AP scores signify how qualified students are to receive college credit and placement:

AP Score	Qualification
5	Extremely well qualified
4	Well qualified
3	Qualified
2	Possibly qualified
1	No recommendation

### Additional Resources

Visit [apcentral.collegeboard.org](http://apcentral.collegeboard.org) for more information about the AP Program.



# Practice Exam

## Exam Content and Format

The 2014 AP Spanish Language and Culture Exam is approximately 3 hours in length. There are two sections:

- A 95-minute multiple-choice section consisting of 65 questions accounting for 50 percent of the final score.
- An 85-minute free-response section consisting of 2 writing tasks and 2 speaking tasks, together accounting for 50 percent of the final score.

## Administering the Practice Exam

This section contains instructions for administering the AP Spanish Language and Culture Practice Exam. You may wish to use these instructions to create an exam situation that resembles an actual administration. If so, read the indented, boldface directions to the students; all other instructions are for administering the exam and need not be read aloud.

These instructions are for administering the exam in the standard sequence. Keep in mind that during the regular exam administration, multiple-choice Section I Parts A and B are administered first regardless of the sequence in which the parts of the free-response section are administered.

Proctors administering this exam should be thoroughly familiar with all equipment needed for testing. See the *AP Coordinator's Manual* for more information.

### SECTION I: Multiple-Choice Questions

When you are ready to begin Section I, say:

**Section I is the multiple-choice portion of the exam. Mark all of your responses on your answer sheet, one response per question. Your score on the multiple-choice section will be based solely on the number of questions answered correctly.**

**Section I takes approximately 1 hour and 35 minutes and is divided into two parts. In the exam booklet, identical instructions are printed in English and in Spanish. Do not spend time reading the instructions in both languages. You will have 40 minutes for Part A. When you have completed Part A, you may check your work on Part A, but you cannot move on to Part B until you are told to do so. Are there any questions?**

Then say:

**Now begin work on Part A. You have 40 minutes for this part.**

Note Start Time for Part A here \_\_\_\_\_. Note Stop Time here \_\_\_\_\_.

After 40 minutes, say:

**Stop work on Part A. Do not begin work on Part B until you are instructed to do so.**

To access the audio files for Section I, Part B of the AP Spanish Language and Culture Practice Exam, visit

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/220696.html>

Start the audio. Play the first few seconds of audio to adjust the volume and then stop the audio. Now say:

**You may take notes while you are listening to the audio. I will not stop the audio until the end of Part B. You will have approximately 55 minutes for this part. Now turn to Part B and wait for the recording to begin. Raise your hand if the audio is not loud enough.**

Begin playing the audio. Check that students are marking their answers on their answer sheets. Approximately 55 minutes after beginning Part B, you will hear “End of Recording.” At that point, stop the audio and say:

**Stop working. I will now collect your test materials.**

Collect materials from each student.

There is a 10-minute break between Sections I and II. When all Section I materials have been collected and you are ready for the break, say:

**Now you have a 10 minute break. Testing will resume at \_\_\_\_\_.**

## **SECTION II, Part A: E-mail Reply (Task 1) and Persuasive Essay (Task 2)**

Throughout Section II, students should be using only the pages that correspond to the task they are working on. Task numbers are indicated across the top of each page.

When you are ready to begin Section II, say:

**We are now ready to begin Section II. Throughout Section II, you should be using only the pages that correspond to the designated task. Task numbers are indicated across the top of each page. You have 15 minutes to complete Task 1. You are responsible for pacing yourself.**

**Are there any questions?**

**Now turn to Task 1, and begin. You have 15 minutes for this task.**

Note Start Time for Part A Task 1 here\_\_\_\_\_. Note Stop Time here\_\_\_\_\_.

After 15 minutes, say:

**Stop work on Task 1. Do not begin work on Task 2 until you are instructed to do so.**

To access the audio files for Section II, Part A: Persuasive Essay (Task 2) of the AP Spanish Language and Culture Practice Exam, visit

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/220696.html>



Start the audio for the Persuasive Essay. Play the first few seconds of the audio so that you can adjust the volume, and then stop the audio. Then say:

**You will have approximately 55 minutes to complete Task 2. You may take notes while you listen to the audio. Now turn to Task 2 and wait for the recording to begin. Raise your hand if the audio is not loud enough.**

Start the audio. In approximately 55 minutes, you will hear “End of recording.” At that point, stop the recording. Then say:

**Stop working. I will collect the test materials now. Remain in your seat, without talking, while the exam materials are collected.**

Collect Section II Part A materials from every student.

## **SECTION II, PART B: Conversation (Task 3) and Cultural Comparison (Task 4)**

For this section, each student must have a recording device (e.g., digital recorder, computer with microphone, digital language lab station, cassette recorder).

Testing time for Part B is approximately 15 minutes.

To access the audio files for Section II, Part B: Conversation (Task 3) and Cultural Comparison (Task 4) of the AP Spanish Language and Culture Practice Exam, visit

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/220696.html>

Start the audio for Task 3. Play the first few seconds of the audio so that you can adjust the volume, and then stop the audio. Make sure students are ready to record. When you are ready to begin, say:

**Follow the instructions from the master audio to record your responses. You should record your responses at a normal speaking level. If at any time you cannot hear the audio or if you have trouble with the equipment, raise your hand.**

**I will not replay the recording if you don't understand the questions. I will not stop the recording unless the equipment fails. You should start, pause, or stop your recording only when instructed to do so. You may take notes if you like. Are there any questions?**

**Now turn to Task 3, and wait for the recording to begin.**

Play the entire audio. Stop the audio when you hear the words “End of Recording.” Then say:

**Now turn to Task 4, and wait for the recording to begin again.**

Play the entire audio. Stop the audio when you hear the words “End of Recording.” Then say:

**The exam is over. I will now collect your materials.**

Name: \_\_\_\_\_

**AP<sup>®</sup> Spanish Language and Culture**  
**Student Answer Sheet**  
**for Multiple-Choice Section**

No.	Answer
1	
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No.	Answer
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No.	Answer
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64	
65	

# AP<sup>®</sup> Spanish Language and Culture Practice Exam

## SECTION I: Multiple-Choice Questions

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO.

### At a Glance

**Total Time**

Approximately 1 hour,  
35 minutes

**Number of Questions**

65

**Percent of Total Score**

50%

**Writing Instrument**

Pencil required

**Dictionaries**

None allowed

### Section I Part A

**Number of Questions**

30

**Time**

40 minutes

### Section I Part B

**Number of Questions**

35

**Time**

55 minutes

### Instructions

Section I of this exam contains 65 multiple-choice questions. Indicate all your answers to the multiple-choice questions on the answer sheet. No credit will be given for anything written in this exam booklet, but you may use the booklet for notes or scratch work. After you have decided which of the suggested answers is best, mark your response on your answer sheet, one response per question. If you change an answer, be sure that the previous mark is erased completely. Here is a sample question and answer.

Sample QuestionSample Answer

Chicago is a

(A) ☒ (B) ☐ (C) ☐ (D) ☐

(A) state

(B) city

(C) country

(D) continent

Use your time effectively, working as quickly as you can without losing accuracy. Do not spend too much time on any one question. Go on to other questions and come back to the ones you have not answered if you have time. It is not expected that everyone will know the answers to all of the multiple-choice questions.

Your total score on the multiple-choice section is based only on the number of questions answered correctly. Points are not deducted for incorrect answers or unanswered questions.

A A A A A A A A A A A A A A A

SPANISH LANGUAGE AND CULTURE

SECTION I

**Total Time — Approximately 1 hour and 35 minutes**

**Part A**

**Time — 40 minutes**

You will read several selections. Each selection is accompanied by a number of questions. For each question, choose the response that is best according to the selection and mark your answer on your answer sheet.

Vas a leer varios textos. Cada texto va acompañado de varias preguntas. Para cada pregunta, elige la mejor respuesta según el texto e indícala en la hoja de respuestas.

**GO ON TO THE NEXT PAGE.**

A A A A A A A A A A A A A A A

## Selección número 1

Tema curricular: La belleza y la estética

### Introducción

Este texto trata de una obra de teatro para niños. El anuncio original fue publicado en marzo de 2011 en Nueva York, Estados Unidos.

## ¡TRAIGA A SUS NIÑOS A REPERTORIO ESPAÑOL! MI BEBÉ ES UN HÉROE

ESCRITA Y DIRIGIDA POR **EDUARDO NAVAS**

UNA PRODUCCIÓN DEL **TEATRO RODANTE INFANTIL SCARAMOUCHE**

PRESENTADA POR **REPERTORIO ESPAÑOL**

UN ESPECTÁCULO BILINGÜE (INGLÉS Y ESPAÑOL)

Teatro Scaramouches, una excepcional compañía venezolana de teatro infantil, presenta una original y divertida obra teatral con marionetas. El malvado y travieso Cuchiflín intenta llevarse al bebé del Príncipe Azulito y la Princesa Perlita. Con la ayuda de los niños el bebé impide que Cuchiflín se salga con la suya, convirtiendo al bebé y a los niños en héroes. Repleta de colorido, risas y diversión, la obra capta la atención de los niños de principio a fin.

sábado 5 de febrero - 12 p.m.

sábado 5 de marzo - 12 p.m.

sábado 2 de abril - 12 p.m.

sábado 7 de mayo - 12 p.m.

sábado 4 de junio - 12 p.m.

### **RESERVACIONES**

INTERNET: [WWW.REPERTORIO.ORG](http://WWW.REPERTORIO.ORG)

TELÉFONO: 1.212.225.9999

EN PERSONA: 138 ESTE DE LA CALLE 27, MANHATTAN, NY 10016, ENTRE LAS AVENIDAS LEXINGTON Y TERCERA

DOMINGO-JUEVES, 10 A.M.-7 P.M./VIERNES Y SÁBADO 10 A.M.-9 P.M.

### **PRECIOS**

Los boletos comienzan en \$25 ó \$30 dependiendo del espectáculo. Asientos preferenciales disponibles.

Continúa en la página siguiente

**GO ON TO THE NEXT PAGE.**

## COMBO TICKET

Dos boletos para tres funciones o uno para seis funciones distintas por sólo \$150. Usted escoge las funciones.

## ESTACIONAMIENTO

ICON Parking en la Calle 29 entre las Avenidas Lexington y Tercera. \$10 por cuatro horas. Valide el boleto en la boletería.

## DESCUENTOS

Empleados de organizaciones contribuyentes reciben entre \$10 y \$20 de descuento del costo regular de la taquilla. Estudiantes y mayores de 65 años reciben \$5 o \$10 de descuento con identificación válida. Ninguna oferta puede ser combinada con otra.

## ACCESIBILIDAD

Repertorio Español es accesible a sillas de ruedas y cuenta con un sistema de amplificación de audio para personas con dificultades de audición. Por favor indíquenos al momento de reservar si requiere de dichos servicios.

*No se aceptan cambios ni devoluciones. Reservaciones son válidas sólo para la fecha indicada en el boleto.*

*No se permite el acceso a niños menores de doce años, excepto en producciones para niños.*

1. ¿Cuál es el propósito del anuncio?
  - (A) Promover las obras de teatro para niños hispanoamericanos en todo el mundo
  - (B) Reclutar a niños hispanohablantes para actuar en obras en Nueva York
  - (C) Proporcionar información sobre la variedad de obras infantiles de Repertorio Español
  - (D) Promocionar una obra de teatro infantil que se presentará en Nueva York
2. ¿A quién se dirige el anuncio?
  - (A) A los niños menores de doce años
  - (B) A padres hispanohablantes
  - (C) A todos los estudiantes en Nueva York
  - (D) A toda la población de Nueva York
3. Según la información del anuncio, ¿qué se puede inferir sobre el grupo de Teatro Scaramouches?
  - (A) Que es un grupo de niños actores venezolanos
  - (B) Que es un grupo de productores hispanos residentes en Nueva York
  - (C) Que es un grupo de músicos venezolanos
  - (D) Que es un grupo hispano que recorre distintos sitios con sus obras
4. ¿Qué se puede deducir sobre el desenlace de la obra?
  - (A) El príncipe y la princesa se casan al final.
  - (B) Cuchiflín se convierte en héroe.
  - (C) El bebé es secuestrado.
  - (D) Los niños ayudan a derrotar al antagonista.
5. Necesitas más información y dispones de la dirección de correo electrónico de Repertorio Español para enviar un mensaje. ¿Cuál de las siguientes preguntas sería más apropiada para formular?
  - (A) Me gustaría reservar 30 boletos para el 5 de marzo para un grupo de estudiantes. ¿Sería posible?
  - (B) ¡Vivo frente al teatro! ¡Allí estaré sin falta! ¿Me esperas?
  - (C) ¿Puede usted tener la bondad de quitarme de la lista de correos del próximo año?
  - (D) ¿Qué tal? Oye, para el programa del 7 de mayo, mi mujer no oye bien, ¿cómo la puedes ayudar?



## Selección número 2

Tema curricular: Las identidades personales y públicas

### Introducción

Este texto trata de lo que una rosa piensa de sí misma. El cuento original fue publicado en España por la escritora Rosa María Roé. Las protagonistas son la rosa y una muchacha.

## La rosa blanca

Línea 5 En un jardín de matorrales, entre hierbas y maleza, apareció como salida de la nada una rosa blanca. Era blanca como la nieve, sus pétalos parecían de terciopelo y el rocío de la mañana brillaba sobre sus hojas como cristales resplandecientes. Ella no podía verse, por eso no sabía lo bonita que era. Por ello pasó los pocos días que fue flor hasta que empezó a marchitarse sin saber que a su alrededor todos estaban pendientes de ella y de su perfección: su perfume, la suavidad de sus pétalos, su armonía. No se daba cuenta de que todo el que la veía tenía elogios hacia ella. Las malas hierbas que la envolvían estaban fascinadas con su belleza y vivían hechizadas por su aroma y elegancia.

10 Un día de mucho sol y calor, una muchacha paseaba por el jardín pensando cuántas cosas bonitas nos regala la madre tierra, cuando de pronto vio una rosa blanca en una parte olvidada del jardín, que empezaba a marchitarse. —Hace días que no llueve, pensó —si se queda aquí mañana ya estará mustia. La llevaré a casa y la pondré en aquel jarrón tan bonito que me regalaron.

Y así lo hizo. Con todo su amor puso la rosa marchita en agua, en un lindo jarrón de cristal de colores, y lo acercó a la ventana. —La dejaré aquí, pensó —porque así le llegará la luz del sol. Lo que la joven no sabía es que su reflejo en la ventana mostraba a la rosa un retrato de ella misma que jamás había llegado a conocer.

15 —¿Esta soy yo? Pensó. Poco a poco sus hojas inclinadas hacia el suelo se fueron enderezando y miraban de nuevo hacia el sol y así, lentamente, fue recuperando su estilizada silueta. Cuando ya estuvo totalmente restablecida vio, mirándose al cristal, que era una hermosa flor, y pensó: ¡¡Vaya!! Hasta ahora no me he dado cuenta de quién era, ¿cómo he podido estar tan ciega?

20 La rosa descubrió que había pasado sus días sin apreciar su belleza. Sin mirarse bien a sí misma para saber quién era en realidad.

Si quieres saber quién eres de verdad, olvida lo que ves a tu alrededor y mira siempre en tu corazón.

“La rosa blanca” by Rosa María Roé. Used by permission of CEDRO and the author.

**GO ON TO THE NEXT PAGE.**



6. ¿Cuál de los siguientes es un buen resumen de la vida de la rosa tal como se describe en el cuento?
  - (A) Al mirarse en la ventana por primera vez entendió su valor.
  - (B) Cuando la niña la recogió comprendió cuánto valía.
  - (C) Cuando las flores la miraron descubrió su belleza.
  - (D) Al ver a otras flores descubrió su belleza interior.
7. ¿A qué se refiere “marchitarse” (línea 4) en el texto?
  - (A) Al proceso de decadencia de la rosa
  - (B) Al sentimiento de la niña hacia la flor
  - (C) A la actitud de las otras flores hacia la rosa
  - (D) Al proceso de la flor de ser trasladada del jardín a la casa
8. Según el texto, ¿dónde ve la muchacha la rosa por primera vez?
  - (A) En un jarrón de cristal
  - (B) En el interior de un bosque
  - (C) En un jardín descuidado
  - (D) En una maceta olvidada
9. ¿Qué transición de la rosa se enfatiza en “Un día...estará mustia” (líneas 8-10) ?
  - (A) El nacimiento
  - (B) El envejecimiento
  - (C) La floración
  - (D) La desaparición
10. ¿Cómo es la actitud de la niña hacia la rosa?
  - (A) Caprichosa
  - (B) Temerosa
  - (C) Juguetona
  - (D) Cariñosa
11. Según el texto, ¿cómo reacciona la flor al verse en el vidrio de la ventana?
  - (A) Se asusta
  - (B) Se entristece
  - (C) Se marcha
  - (D) Se sorprende
12. ¿Cuál es la moraleja del cuento?
  - (A) Hay que vivir en armonía con los demás.
  - (B) Los amigos son nuestro mejor refugio.
  - (C) Hay que mirarse a sí mismo para aprender a valorarse.
  - (D) La belleza interior es esencial para la autoestima.

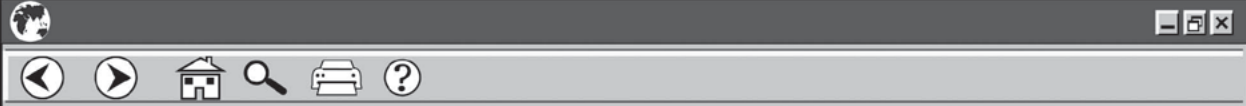
## Selección número 3

Tema curricular: Los desafíos mundiales

## Fuente número 1

### Introducción

Este texto trata del envejecimiento de la población europea. El artículo original fue publicado el 25 de febrero de 2008 en Inglaterra por el periodista Inder Bugarin.



**A Europa le salen canas**

Es una realidad innegable: Europa envejece y sigue sin encontrar la solución al problema de su creciente déficit demográfico.

De acuerdo con la Comisión Europea, las previsiones demográficas para Europa son alarmantes.

Entre hoy y el horizonte de 2050, la edad promedio de los europeos pasará de 39 a 49 años.

Para 2030, el número de personas de entre 55 y 64 años aumentará en 14 millones, mientras que los europeos mayores de 80 años pasarán de 19 millones a 34 millones.

De manera paralela, la población en edad de trabajar —de 15 a 64 años— disminuirá en 20 millones entre el 2005 y el 2030.

**Tasa de natalidad baja**

“Las principales causas del negativo saldo demográfico, son la baja tasa de natalidad y el aumento de la esperanza de vida como consecuencia de los progresos de la ciencia y del nivel de vida”, le explicó a BBC Mundo la eurodiputada socialista Edite Estrela, vicepresidente de la Comisión de Derechos de la Mujer e Igualdad de Género del europarlamento.

Las europeas tienen una media de 1,5 hijos cada una, una cifra que se sitúa por debajo del umbral necesario para el reemplazo generacional que es de 2,1 por mujer.

Por otro lado, la esperanza de vida va en aumento. En 2004 la media para los hombres era de 75,6 años y para las mujeres 81,7, y se espera que para 2050 aumente a 81,6 y 86,7 respectivamente.

“El papel de la mujer en la sociedad ha cambiado. Ahora deben ser profesionales y madres de familia, pero lamentablemente no existen las condiciones sociales para desempeñar ambas funciones”, sostiene Estrela, líder de los portugueses socialistas en el Parlamento Europeo.

“Igualmente frena la natalidad la inseguridad económica y la falta de ayudas a la conciliación de vida profesional y familiar”, agregó.

**Consecuencias**

La experta asegura que el envejecimiento de la población supone un mayor gasto en el sistema sanitario y originará problemas para la financiación de la seguridad social.

Además, pone en riesgo el sistema de pensiones, considerando que el número de personas en edad de trabajar por cada pensionista pasará de 4 por 1 en la actualidad, a dos por cada jubilado en 2050.

Continúa en la página siguiente

**GO ON TO THE NEXT PAGE.**

Los cambios en la estructura demográfica igualmente afectan el dinamismo económico y podría incluso disminuir el potencial de crecimiento.

30 Informes del Parlamento Europeo estiman que el envejecimiento poblacional podría disminuir el crecimiento del Producto Interno Bruto de la UE en 1,2% entre 2030 y 2050.

**Remedios**

Katharina Von Schnurbein, portavoz del Comisario Europeo de Empleo y Asuntos Sociales, explica que son varias las áreas en las que se está buscando el remedio.

35 Una de ellas es a través de la promoción de incentivos fiscales y laborales, y la mejora de los servicios para la atención de la infancia.

Otra opción sería atrasar la edad de jubilación y ofrecer sistemas de aprendizaje que permitan a los adultos actualizarse, incluso ofreciendo la oportunidad de una segunda educación.

40 Dado que la esperanza de vida aumenta, Bruselas considera necesaria una reforma del sistema de pensiones alargando los años de contribución fiscal.

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## Fuente número 2

### Introducción

Este texto trata de la tasa de natalidad en España. La tabla fue publicada en marzo de 2011 por IndexMundi.com.

## Tasa de natalidad en España durante la última década

Año	Tasa de natalidad	Cambio Porcentual
2003	10,08	
2004	10,1	0,20%
2005	10,1	0,00%
2006	10,06	-0,40%
2007	9,98	-0,80%
2008	9,87	-1,10%
2009	9,72	-1,52%
2010	10,91	12,24%
2011	10,66	-2,29%

La tasa de natalidad da el número promedio anual de nacimientos durante un año por cada 1000 habitantes, también conocida como tasa bruta de natalidad. La tasa de natalidad suele ser el factor decisivo para determinar la tasa de crecimiento de la población. Depende tanto del nivel de fertilidad y de la estructura por edades de la población.

**GO ON TO THE NEXT PAGE.**

13. ¿Cuál es el propósito del artículo?
  - (A) Analizar distintas soluciones para enfrentar el problema demográfico
  - (B) Resumir la opinión de varios expertos sobre el crecimiento demográfico mundial
  - (C) Presentar la actual situación demográfica de Europa
  - (D) Criticar el trabajo publicado por un científico europeo
14. ¿Qué técnica usa el autor del artículo para comunicarse?
  - (A) Incluye opiniones divergentes de varios expertos.
  - (B) Cita varias anécdotas de su propia situación.
  - (C) Subraya su opinión con refranes populares.
  - (D) Apoya la presentación del tema con datos.
15. ¿Cuál de las siguientes afirmaciones resume mejor el artículo?
  - (A) La edad promedio de los europeos aumentará en los próximos años.
  - (B) Hay muchos nacimientos en el mundo debido al nuevo papel de la mujer.
  - (C) El promedio de nacimientos en el mundo continúa disminuyendo.
  - (D) En unos años el número de jóvenes sobrepasará al de los ancianos.
16. ¿Qué indica la cifra de “2,1” (línea 15) hijos por mujer en el artículo?
  - (A) El número de niños que nacen cada año por familia europea
  - (B) El crecimiento en la tasa de fertilidad a nivel mundial
  - (C) El promedio necesario para mantener la población europea estable
  - (D) El promedio límite impuesto por el Gobierno debido a la inseguridad económica
17. ¿Qué afirma el artículo con relación a la esperanza de vida para 2050 ?
  - (A) La media para la mujer superará los 90 años.
  - (B) La media del hombre permanecerá estable hasta entonces.
  - (C) La media de hombres y mujeres se incrementará.
  - (D) La media de hombres y mujeres será de 75,6 y 81,7 respectivamente.
18. Según el artículo, ¿cuál es uno de los factores que contribuyen a los cambios recientes de la natalidad europea?
  - (A) El nuevo rol económico de las mujeres
  - (B) La reforma del sistema parlamentario
  - (C) La promoción de incentivos fiscales
  - (D) El aumento de los servicios sociales

19. ¿A qué se refiere la frase “la falta...y familiar” (líneas 21-22) en el artículo?
- (A) Al incremento de la atención en la familia
  - (B) A la dificultad de equilibrar el trabajo con la maternidad
  - (C) Al cambio frecuente de profesiones
  - (D) A la ausencia de oportunidades de trabajo para las mujeres
20. Según el artículo, ¿por qué quieren cambiar la edad de la jubilación?
- (A) Para que los jóvenes tengan la oportunidad de continuar estudiando
  - (B) Para que la gente pueda gastar más dinero en la economía
  - (C) Para poder recaudar más dinero para el seguro social
  - (D) Para poder pagar más dinero a los jubilados
21. ¿Qué tipo de información presenta la tabla?
- (A) El promedio de los embarazos en España en la última década
  - (B) Los cambios en la tasa de natalidad española con respecto a la europea
  - (C) Los aumentos anuales constantes de la población
  - (D) La variación en la tasa de natalidad a través de los años
22. Según la tabla, ¿qué pasó en España en el año 2010 ?
- (A) La población aumentó un 12,24%.
  - (B) El 10,91% de las familias tuvo hijos.
  - (C) La tasa de natalidad tuvo un cambio positivo.
  - (D) La población se mantuvo relativamente estable.
23. Al escribir un informe sobre el mismo tema del artículo y la tabla, quisieras buscar información en una fuente adicional. ¿Cuál de las siguientes publicaciones sería más apropiada?
- (A) *Ecología y desarrollo humano sostenible*
  - (B) *El futuro de la población mundial*
  - (C) *Propuestas para el rediseño del sistema de salud: cuatro temas básicos*
  - (D) *Manual de beneficios del seguro social*

## Selección número 4

Tema curricular: La vida contemporánea

### Introducción

Este texto trata de las actividades de una organización comunitaria en Buenos Aires. Es una carta de Julio Tejedor, director de actividades de CC San Telmo, dirigida a los vecinos del centro.

Línea

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Estimados Señores:

Me dirijo a ustedes en nombre de CC San Telmo (Centro Comunitario San Telmo) con motivo de informarles sobre las actividades que nuestra organización está realizando y solicitar su cooperación con un proyecto que está al servicio de nuestra comunidad.

CC San Telmo es una organización sin fines de lucro dedicada a nuestra comunidad y tiene la misión de generar un espacio de participación y estímulo para los niños y jóvenes de la misma. Nuestro programa extra-curricular es uno de los más populares ya que ofrece apoyo a cientos de niños que necesitan ayuda para lograr el éxito académico. A pesar de nuestra actual precaria situación económica, estamos orgullosos de nuestro trabajo y queremos seguir brindando nuestros servicios a la comunidad.

En este momento tenemos cursos en diferentes áreas:

1. **El arte universal:** Un curso que trata de las bellas artes del mundo, tanto artes plásticas como música en el que los estudiantes tienen la oportunidad de crear su propio arte.
2. **La fortaleza:** Un curso en el cual les enseñamos a los estudiantes a estar en buena forma a través de programas de nutrición y ejercicios.
3. **Nuestro mundo:** Un curso destinado a descubrir la historia y las distintas culturas del mundo.
4. **Después de la escuela:** Un programa de ayuda individual y en grupos pequeños para los que necesitan practicar o mejorar alguna materia escolar, ya sea a nivel de primaria o secundaria.
5. **El mundo cambiante:** Un programa donde los estudiantes crean sus propios proyectos para mejorar nuestra comunidad. Uno de los proyectos se encargó de la limpieza de los parques locales y de algunos edificios.

Además, en el futuro nos gustaría poder ofrecer:

1. **Una biblioteca** completa con libros de referencia, diccionarios, enciclopedias, literatura, etc.
2. **Excursiones locales** a los museos y otros lugares de importancia histórica de manera gratuita.
3. **Becas** para los estudiantes de bajos recursos.
4. **Clases de tecnología** con computadoras.

Continúa en la página siguiente

GO ON TO THE NEXT PAGE.

30 Con este fin me complace invitarlos a nuestro Mercado Cultural que tendrá lugar el 19 de mayo.  
Este evento les dará la oportunidad de conocer a nuestros maestros y estudiantes. Habrá un mercado  
al aire libre con comida, bebidas, juegos, artesanías, música, baile, rifas y mucho más. Todos los  
vendedores serán voluntarios que han donado su tiempo y sus productos para ayudarnos a recaudar  
fondos para cubrir los gastos generales y de los programas de CC San Telmo. Esperamos contar con  
35 su asistencia a este evento.

Asimismo, les agradeceríamos donaciones de cualquier monto. Cada contribución nos ayudará a  
alcanzar nuestra meta y poder dar más becas a los jóvenes de nuestra comunidad. Si ustedes no  
pueden contribuir con una donación monetaria, también necesitamos ayuda de voluntarios para que  
este encuentro sea todo un éxito.

40 Para más información, comuníquense con nosotros al 4771-3131.

Atentamente,

Julio Tejedor  
CC San Telmo, Director de Actividades  
[www.CCSanTelmo.com](http://www.CCSanTelmo.com)

**GO ON TO THE NEXT PAGE.**



24. ¿Cuál es uno de los propósitos de la carta de CC San Telmo?
- (A) Pedir colaboración a la comunidad
  - (B) Reclutar nuevos maestros
  - (C) Respaldar la iniciativa de un colegio
  - (D) Solicitar apoyo del gobierno
25. ¿Cuál de las siguientes frases comunica la misma intención que “Me dirijo...nombre de” (línea 2) como se usa en la carta?
- (A) Me gustaría solicitar el puesto de director de
  - (B) Me comunico como representante de
  - (C) Vuelvo a escribirles como patrocinador de
  - (D) Les pido su colaboración en las actividades de
26. ¿Cuál es la misión del centro CC San Telmo?
- (A) Entrenar a jóvenes para trabajos específicos
  - (B) Recaudar fondos de los miembros de la comunidad
  - (C) Apoyar la calidad de la educación de los jóvenes
  - (D) Ofrecer programas de salud mental a la comunidad
27. ¿Qué obstáculo está enfrentando la institución?
- (A) Bajo número de inscripciones
  - (B) Malas condiciones del edificio
  - (C) Escasez de recursos financieros
  - (D) Falta de profesionales calificados
28. ¿Qué perspectiva cultural representa principalmente la carta?
- (A) Devoción a las tradiciones
  - (B) Importancia de la solidaridad
  - (C) Valor de la ética de trabajo
  - (D) Aprecio por el baile folclórico
29. ¿De qué manera comunica la carta su mensaje sobre el impacto del centro?
- (A) Dando una variedad de ejemplos de sus servicios
  - (B) Contando una historia personal de sus clientes
  - (C) Describiendo la historia del centro cultural
  - (D) Presentando estadísticas sobre el uso del centro
30. Vas a escribir a tu amigo para hablarle de esta carta. ¿Qué frase sería más apropiada?
- (A) Conozco un muy buen lugar para que tu mamá vaya a aprender computación.
  - (B) Me enteré de un buen programa después de la escuela para Javier. ¿Te mando la información?
  - (C) La biblioteca de la ciudad necesita donaciones de libros y yo sé cómo podemos ayudar.
  - (D) Encontré información sobre una clase de tango los miércoles. ¿Te gustaría ir conmigo?

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**END OF PART A**

**STOP**

If you finish before time is called, you may check your work on Part A only. Do not go on to Part B until you are told to do so.

Si terminas antes del tiempo indicado, puedes revisar tus respuestas en la Parte A solamente. No pases a la Parte B hasta que te lo indiquen.

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**Part B**

**Time — Approximately 55 minutes**

You have 1 minute to read the directions for this part.

Tienes 1 minuto para leer las instrucciones de esta parte.

You will listen to several audio selections. The first two audio selections are accompanied by reading selections. When there is a reading selection, you will have a designated amount of time to read it.

For each audio selection, first you will have a designated amount of time to read a preview of the selection as well as to skim the questions that you will be asked. Each selection will be played twice. As you listen to each selection, you may take notes. Your notes will not be scored.

After listening to each selection the first time, you will have 1 minute to begin answering the questions; after listening to each selection the second time, you will have 15 seconds per question to finish answering the questions. For each question, choose the response that is best according to the audio and/or reading selection and mark your answer on your answer sheet.

Vas a escuchar varias grabaciones. Las dos primeras grabaciones van acompañadas de lecturas. Cuando haya una lectura, vas a tener un tiempo determinado para leerla.

Para cada grabación, primero vas a tener un tiempo determinado para leer la introducción y prever las preguntas. Vas a escuchar cada grabación dos veces. Mientras escuchas, puedes tomar apuntes. Tus apuntes no van a ser calificados.

Después de escuchar cada selección por primera vez, vas a tener 1 minuto para empezar a contestar las preguntas; después de escuchar por segunda vez, vas a tener 15 segundos por pregunta para terminarlas. Para cada pregunta, elige la mejor respuesta según la grabación o el texto e indícala en la hoja de respuestas.

You will now begin this part.

Ahora vas a comenzar esta parte.

**GO ON TO THE NEXT PAGE.**

**Selección número 1**

Tema curricular: La ciencia y la tecnología

**Fuente número 1**

Primero tienes 4 minutos para leer la fuente número 1.

**Introducción**

Este texto trata del fenómeno del mar fosforescente. El artículo original fue publicado el 14 de octubre de 2005 en España por la periodista Olalla Cernuda.

## El misterio del mar fosforescente

Desde hace siglos, miles de marineros de buena parte del mundo han contado fábulas increíbles sobre unos mares «que brillaban en la oscuridad hasta allí donde llega la vista». Son historias que han pasado de la leyenda a la más pura realidad después de que el fenómeno haya sido fotografiado por primera vez desde un satélite.

Hasta el capitán Nemo a bordo de su *Nautilus* describió perfectamente uno de estos «mares brillantes» en el libro *20.000 leguas de viaje submarino*, escrito por Julio Verne en 1869. «Era un “mar de leche”, una balsa de agua que brillaba en la oscuridad», decía. Los científicos todavía no han logrado explicar totalmente el fenómeno, pero un satélite de defensa estadounidense ha conseguido tomar las primeras imágenes de estos misteriosos brillos, lo que proporcionará a los científicos material para estudiar durante los próximos años.

Las imágenes, tomadas en 1995 y publicadas ahora por la revista *Proceedings of the National Academy of Sciences*, muestran un área de unos 250 kilómetros de largo y una superficie de 15.400 kilómetros cuadrados del Océano Índico, cerca de las costas de Somalia, que brilla de forma extraordinaria. El fenómeno se produjo durante tres noches consecutivas en el mes de enero, y además de desde el aire —con el satélite, a 800 km de altura— fue también visto por un barco británico, el SS Lima, que transitaba la zona.

Desde que se tomaron las fotografías, científicos de todo el mundo tratan de dar respuesta al enigma. Por el momento, la hipótesis que toma más fuerza es que se trate de florecimientos de bacterias luminíferas, probablemente las *Vibrio harveyi*, que viven asociadas a algas. Estas criaturas podrían producir un brillo continuo muy diferente de los *flashes* breves y a intervalos que producen los dinoflagelados, muy comunes en grandes cantidades de agua.

El equipo de expertos que sostiene esta teoría, liderado por el doctor Steve Miller, del Laboratorio de Investigación Naval de California, asegura que para que el brillo del agua sea visible desde 800 kilómetros de altura, la zona debe tener una población extraordinariamente grande de estas bacterias.

Sin embargo, los científicos no han podido corroborar esta teoría, que por el momento es apuntalada por muchos y criticada por otros. El hecho de que, diez años después de tomar las imágenes, los investigadores todavía no hayan logrado dar una respuesta exacta al fenómeno demuestra que las profundidades del mar son uno de los lugares del planeta menos estudiados.

Unidad Editorial

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## Fuente número 2

Tienes 2 minutos para leer la introducción y prever las preguntas.

### Introducción

Esta grabación trata del Primer Simposio de Bioluminiscencia en Vieques. El reportaje fue publicado el 20 de enero de 2011 en Puerto Rico por el programa Sea Grant. Son entrevistadas Lirio Márquez, la coordinadora del simposio, la senadora Norma Burgos, la senadora Marita Santiago y Ruperto Chaparro, el director de Sea Grant. La grabación dura aproximadamente tres minutos.

Used by permission of UPR Sea Grant College Program.

31. ¿Cuál es el propósito del artículo?
- (A) Resolver el misterio de la leyenda del brillo del mar
  - (B) Presentar una teoría sobre la causa del mar fosforescente
  - (C) Explicar el comportamiento de algunos microorganismos marinos
  - (D) Hacer una reseña sobre la flora submarina del mar fosforescente
32. En el artículo, ¿cuál es el significado de la frase “«que brillaban...la vista»” (líneas 3-4) ?
- (A) Que la superficie iluminada era extensa
  - (B) Que el brillo de los mares era dañino para la vista
  - (C) Que los mares un día dejarían de brillar
  - (D) Que la superficie brillaba de manera intermitente
33. ¿Con qué propósito se menciona el texto de Julio Verne en el artículo?
- (A) Para presentar la extensión geográfica del fenómeno
  - (B) Para resaltar la antigüedad del fenómeno
  - (C) Para exponer otra hipótesis sobre fenómenos similares
  - (D) Para añadir más ejemplos de otros fenómenos
34. Según el artículo, ¿qué condiciones deben darse en el mar para que el brillo se pueda ver desde lejos?
- (A) El agua debe estar muy fría.
  - (B) El agua debe ser cristalina.
  - (C) El agua debe tener pocas algas.
  - (D) El agua debe contener muchas bacterias.

**GO ON TO THE NEXT PAGE.**

35. Según la fuente auditiva, ¿cuál de las siguientes afirmaciones sobre la bahía en la isla de Vieques representa mejor la actitud de los participantes del simposio?
- (A) Está creando problemas a nivel local.
  - (B) Es valiosa, pero la contaminación tiene prioridad.
  - (C) Es importante, por eso hay que educar a la gente.
  - (D) Es la única atracción natural marina de Puerto Rico.
36. En la fuente auditiva, ¿por qué afirma la coordinadora, Lirio Márquez, que el simposio superó las expectativas?
- (A) Porque el evento recibió mucha publicidad a nivel internacional
  - (B) Porque los organizadores del simposio obtuvieron el apoyo económico de otras naciones
  - (C) Porque los vecinos de Vieques ayudaron en la organización del simposio
  - (D) Porque se realizó trabajo en equipo entre científicos y empleados gubernamentales
37. Según la fuente auditiva, ¿cuál es el objetivo de la medida presentada por la senadora Marita Santiago ante el Senado de Puerto Rico?
- (A) Reforestar la zona cercana a la bahía
  - (B) Crear un observatorio en los terrenos más altos
  - (C) Planificar los usos de los terrenos cercanos al mar
  - (D) Obtener más fondos para estudiar el fenómeno
38. En la fuente auditiva, ¿por qué se refiere el director, Ruperto Chaparro, a la bahía en la isla de Vieques como “la estrella”?
- (A) Porque su brillo puede ser visto desde grandes distancias
  - (B) Porque se ilumina más cuando salen las estrellas
  - (C) Porque es única entre los recursos naturales
  - (D) Porque tiene la forma de un astro
39. ¿Qué tienen en común las dos fuentes?
- (A) La referencia a fotos aéreas del fenómeno científico
  - (B) La mención de los beneficios económicos del fenómeno
  - (C) La inclusión de una conexión con otras disciplinas académicas
  - (D) La cita de recursos legales para la protección
40. ¿Qué se puede afirmar sobre la fuente escrita y la fuente auditiva?
- (A) La fuente escrita expone las conclusiones generales del simposio mencionado en la fuente auditiva.
  - (B) La fuente auditiva explica el enigma presentado en la fuente escrita.
  - (C) La fuente auditiva refuta las hipótesis presentadas en la fuente escrita.
  - (D) La fuente escrita presenta dudas sobre el origen de un fenómeno y la fuente auditiva no lo hace.

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## Selección número 2

Tema curricular: Las familias y las comunidades

## Fuente número 1

Primero tienes 1 minuto para leer la fuente número 1.

### Introducción

Este texto trata de las razones por las cuales los estudiantes dejan de estudiar. La tabla fue publicada el 22 de enero de 2006 en México por el Instituto Nacional de la Juventud.

## MOTIVOS DE ABANDONO ESCOLAR POR RANGO DE EDAD

Motivo de abandono	Rango de edad			
	12-14	15-19	20-24	25-29
Necesidad económica	10.3	40.2	43.5	44.7
Indiferencia ante los estudios	57.5	38.2	29.4	23.2
Finalización de los estudios	20.4	10.4	14.1	22.0
Obligaciones familiares	0.2	9.9	11.2	10.2
Decisión hecha por los padres	27.1	8.0	14.4	11.1
Lejanía de los centros educativos	2.4	6.0	3.7	2.9
Falta de centros educativos	1.3	3.9	5.3	1.8
Otros	1.0	3.8	1.8	1.4
Cambio de domicilio	5.1	2.2	2.9	1.2
Enfermedad	0.4	1.3	0.8	0.8

Los datos están expresados en porcentajes.

Fuente: Encuesta Nacional de Juventud 2005, México: Instituto Nacional de la Juventud, 2006.

**GO ON TO THE NEXT PAGE.**

**Fuente número 2**

Tienes 1 minuto para leer la introducción y prever las preguntas.

**Introducción**

Esta grabación trata del abandono de los estudios. Es una conversación entre dos vecinos, Tomás y Francisca, que viven en Puerto Montt, Chile. La grabación dura aproximadamente tres minutos.

41. Según la tabla, ¿cuál es la razón más común de abandono escolar entre los niños de 12-14 años en México?
  - (A) Por problemas de salud
  - (B) Por falta de recursos
  - (C) Por falta de interés
  - (D) Por decisión paterna
42. Según la tabla, el 6.0 por ciento de los estudiantes entre los 15-19 años abandonan la escuela porque
  - (A) tienen que cuidar a la familia
  - (B) se les obliga a trabajar
  - (C) tienen que viajar largas distancias
  - (D) se mudan de casa
43. Según la tabla, ¿qué ayudaría más a los estudiantes de 25-29 años a poder seguir con sus estudios?
  - (A) Transporte escolar adecuado
  - (B) Centros educativos adicionales
  - (C) Asistencia financiera generosa
  - (D) Acceso universal a clínicas
44. ¿Qué tienen en común los dos amigos en la conversación?
  - (A) Nacieron en Santiago.
  - (B) Salieron bien en los exámenes.
  - (C) Quieren ser farmacéuticos.
  - (D) Desean ser abogados.
45. En la conversación, ¿a qué se refiere Tomás cuando usa el refrán “a mal tiempo, buena cara”?
  - (A) Al costo de la vivienda que tuvo que compartir
  - (B) A su actitud positiva cuando se enfermó su madre
  - (C) A su posición con respecto a los estudios de su hermano
  - (D) A las dificultades climáticas de la región
46. De acuerdo a la conversación, ¿qué se puede deducir del sistema universitario en Chile?
  - (A) Todos pueden ingresar al pagar la matrícula de la universidad escogida.
  - (B) El ingreso es libre, gratuito y abierto a cualquier estudiante que desee estudiar.
  - (C) El proceso de ingreso tiene en cuenta las calificaciones de los exámenes.
  - (D) Sólo pueden ingresar a la universidad estatal los residentes de Santiago.
47. ¿Cuál de las siguientes preguntas sería la más apropiada para que Francisca continuara con la conversación?
  - (A) ¿Así que ya te graduaste de la universidad?
  - (B) ¿Así que te dieron una beca parcial?
  - (C) ¿Y cómo es el sistema educativo en México?
  - (D) ¿Y cómo está la situación económica global en estos momentos?

**GO ON TO THE NEXT PAGE.**



## Selección número 3

Tema curricular: Los desafíos mundiales

### Introducción

Primero tienes 1 minuto para leer la introducción y prever las preguntas.

Esta grabación trata de la existencia de tesoros submarinos. La entrevista original titulada “El tesoro submarino” fue publicada el 8 de abril de 2011 en Estados Unidos por Radio Naciones Unidas. Laura Kwiatkowski habla con Tatiana Villegas, una especialista de la Oficina Regional de Cultura de la UNESCO para América Latina y el Caribe. La grabación dura aproximadamente tres minutos.

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48. ¿Cuál es el propósito de la entrevista?
  - (A) Revelar dónde se encuentran los tesoros submarinos más valiosos
  - (B) Informar sobre un reciente descubrimiento subacuático
  - (C) Resaltar la importancia de artefactos culturales submarinos
  - (D) Destacar la diversidad de la flora subacuática de América Latina
49. Según la definición de la UNESCO, ¿qué se considera patrimonio cultural subacuático?
  - (A) Los objetos de arte y monedas localizados bajo el agua que hayan sido descubiertos desde el 2009
  - (B) Todo objeto excavado por la UNESCO que haya permanecido bajo el agua
  - (C) Los objetos encontrados bajo el agua que superen su valor en el mercado internacional
  - (D) Todo objeto de carácter cultural o histórico que haya estado bajo el agua por lo menos cien años
50. Según la entrevista, ¿cuál es la ventaja de los tesoros sumergidos bajo el mar?
  - (A) Se mantienen mejor que en la superficie terrestre.
  - (B) Son los únicos que nos permiten reconstruir el pasado.
  - (C) Su valor comercial o de intercambio es muy alto.
  - (D) Son objetos diferentes a los que se encuentran en la tierra.
51. Según la entrevista, ¿a quién pertenecen los tesoros rescatados?
  - (A) Al país costero más cercano al hallazgo
  - (B) A toda la humanidad
  - (C) A la institución que subsidie su rescate
  - (D) A la persona que los descubra
52. ¿Qué pregunta sería más apropiada para formular a Tatiana Villegas al final de la entrevista?
  - (A) ¿Por qué no hay tantos hallazgos en las aguas de América Latina?
  - (B) ¿Por qué los restos orgánicos se conservan mejor en tierra?
  - (C) ¿Qué ocurriría si existieran regulaciones que controlaran este sector?
  - (D) ¿Qué sucedería si el país que encuentra el tesoro no perteneciera a la Convención?

**GO ON TO THE NEXT PAGE.**

## Selección número 4

Tema curricular: La ciencia y la tecnología

### Introducción

Primero tienes 1 minuto para leer la introducción y prever las preguntas.

Esta grabación trata sobre el correo electrónico. El informe original fue publicado el 10 de noviembre de 2009 en España por Protocolo.org. La grabación dura aproximadamente tres minutos.

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53. ¿Cuál es el propósito del informe?
  - (A) Presentar datos útiles para la elaboración de correos promocionales
  - (B) Presentar maneras de enviar documentos electrónicos como anexo
  - (C) Dar consejos para redactar correos electrónicos más eficaces y eficientes
  - (D) Dar consejos para nombrar más apropiadamente los correos electrónicos
54. Según la presentadora, ¿por qué es importante mandar solamente los documentos necesarios?
  - (A) Para evitar perder documentación importante
  - (B) Para generar menos tráfico en la Red
  - (C) Porque la Red no es un medio muy seguro
  - (D) Porque los archivos pueden tener un virus informático
55. ¿Qué sugiere la presentadora con respecto a la redacción de correos electrónicos?
  - (A) Es importante variar el tipo de letra.
  - (B) Es importante transmitir las emociones.
  - (C) Debemos ser claros y correctos.
  - (D) Debemos ser ceremoniosos y concisos.
56. ¿Con cuál de las siguientes afirmaciones estaría de acuerdo la presentadora?
  - (A) Los correos electrónicos exigen mucha más atención a ciertos detalles que una carta.
  - (B) Hay que limitarse al tema tratado para que la comunicación sea más eficaz.
  - (C) Hay que evitar incluir el texto anterior debajo de nuestra respuesta.
  - (D) Las cartas tradicionales comunican mejor las ideas que un correo electrónico.
57. ¿Cuál de las siguientes técnicas emplea la presentadora para comunicar su mensaje?
  - (A) Utiliza muchas cifras para apoyar su argumento.
  - (B) Desarrolla solamente un par de puntos detenidamente.
  - (C) Incluye la opinión de algunos expertos.
  - (D) Presenta los puntos importantes en una lista.

**GO ON TO THE NEXT PAGE.**

## Selección número 5

Tema curricular: La vida contemporánea

### Introducción

Primero tienes 1 minuto para leer la introducción y prever las preguntas.

Esta grabación trata de la ciudad de Lima. La presentación original fue publicada en Perú por PromPerú. En la presentación participan un narrador y dos residentes limeños, don Armando y Pedro. La grabación dura aproximadamente tres minutos.

58. ¿Cuál es el propósito de la presentación?
  - (A) Dar un panorama de la arquitectura de Lima
  - (B) Incentivar el turismo a la ciudad de Lima
  - (C) Describir la gastronomía latinoamericana
  - (D) Promover las artesanías latinoamericanas
59. ¿Qué revela el narrador sobre la Plaza Mayor de Lima?
  - (A) Que contiene un mercado al aire libre
  - (B) Que tiene una reconocida escuela culinaria
  - (C) Que atrae a nuevos comerciantes a la zona
  - (D) Que refleja la historia religiosa y civil de la ciudad
60. Según la presentación, ¿qué son los Húsares de Junín?
  - (A) Los sacerdotes del Palacio Arzobispal
  - (B) Los restos en las catacumbas limeñas
  - (C) Los guardianes del Palacio de Gobierno
  - (D) Los platillos preferidos de don Armando
61. Según la presentación, ¿qué se puede afirmar acerca del distrito comercial de Lima?
  - (A) Que está siendo renovado por el Gobierno
  - (B) Que es muy conveniente para las empresas
  - (C) Que está alejado del área turística
  - (D) Que es muy antiguo
62. ¿A qué se refiere el narrador cuando habla de “un crisol de gustos y sabores”?
  - (A) Al mantenimiento de las costumbres urbanas
  - (B) A la fusión de diversas influencias culinarias
  - (C) Al origen de la danza peruana en la cultura incaica
  - (D) Al utensilio más típico de la cocina peruana
63. Al final de la presentación, ¿qué indica el narrador sobre una visita a Lima?
  - (A) Que eleva la conciencia política
  - (B) Que es una pasión que perdura
  - (C) Que produce cansancio debido a las caminatas
  - (D) Que motiva una inversión en los recursos culturales

**GO ON TO THE NEXT PAGE.**

64. Vas a dar una presentación que resume lo que escuchaste. ¿Cuál de los siguientes es el mejor título para tu presentación?

- (A) “La herencia colonial de Lima”
- (B) “Lima y su clima subtropical”
- (C) “Ciudad de Lima: pasado, presente y futuro”
- (D) “La vida nocturna de Lima en su esplendor”

65. En una presentación quieres citar información adicional para apoyar el aspecto cultural destacado por Pedro en la presentación. ¿Cuál de los siguientes libros sería apropiado citar?

- (A) *Historia de la conquista del Perú y de Pizarro*
- (B) *Despertar Andino. Una guía inca al Perú místico*
- (C) *Arquitectura de Lima en la segunda mitad del siglo XVII*
- (D) *El arte de la cocina peruana*

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END OF PART B

END OF SECTION I

# AP<sup>®</sup> Spanish Language and Culture Practice Exam

## SECTION II: Free-Response Questions

DO NOT OPEN THIS BOOKLET OR BREAK THE SEALS ON THE ORANGE BOOKLET UNTIL YOU ARE TOLD TO DO SO.

### At a Glance

**Total Time**

Approximately 1 hour,  
25 minutes

**Number of Tasks**

4

**Percent of Total Score**

50%

**Writing Instrument**

Pen with black or dark  
blue ink

### Section II Part A

**Task 1: E-mail Reply****Time**

15 minutes

**Task 2: Persuasive Essay****Time**

Approximately 55  
minutes

### Section II Part B

**Task 3: Conversation****Task 4: Cultural Comparison****Time**

Approximately  
15 minutes

### IMPORTANT Identification Information

PLEASE PRINT WITH PEN:

1. First two letters of your last name   
First letter of your first name
2. Date of birth  
    
Month Day Year
3. Six-digit school code
4. Unless I check the box below, I grant the College Board the unlimited right to use, reproduce, and publish my free-response materials, both written and oral, for educational research and instructional purposes. My name and the name of my school will not be used in any way in connection with my free-response materials. I understand that I am free to mark "No" with no effect on my score or its reporting.  
No, I do not grant the College Board these rights. ☐

### Instructions

**Part A:** The questions for Section II are printed in this booklet. This part is a test of your ability to write Spanish. It consists of one Interpersonal Communication task and one Presentational Communication task. All answers must be written in Spanish. Write clearly and legibly. Write only in the lined spaces provided for the answers. Cross out any errors you make; crossed-out work will not be scored.

Manage your time carefully. You have 15 minutes to complete Task 1. You may review your response if you finish before the end of Task 1 is announced, but you may NOT go on to Task 2 until you are told to do so. The master audio recording will indicate the beginning and end of Task 2. You may review your response for Task 2 if you finish before the end of the task is announced, but you may NOT go back to Task 1 nor go on to Part B.

**Part B:** The questions for Part B are printed in the booklet. This part is a test of your ability to speak Spanish. It consists of one Interpersonal Communication task and one Presentational Communication task. You will be asked to record your responses. You will be asked to start, pause, and stop your recorder several times. Carefully follow the instructions spoken on the master recording.

## SPANISH LANGUAGE AND CULTURE

## SECTION II

**Total Time — Approximately 1 hour and 25 minutes****Part A****Time — Approximately 1 hour and 10 minutes****Task 1: E-mail Reply**

You will write a reply to an e-mail message. You have 15 minutes to read the message and write your reply.

Your reply should include a greeting and a closing and should respond to all the questions and requests in the message. In your reply, you should also ask for more details about something mentioned in the message. Also, you should use a formal form of address.

Vas a escribir una respuesta a un mensaje electrónico. Vas a tener 15 minutos para leer el mensaje y escribir tu respuesta.

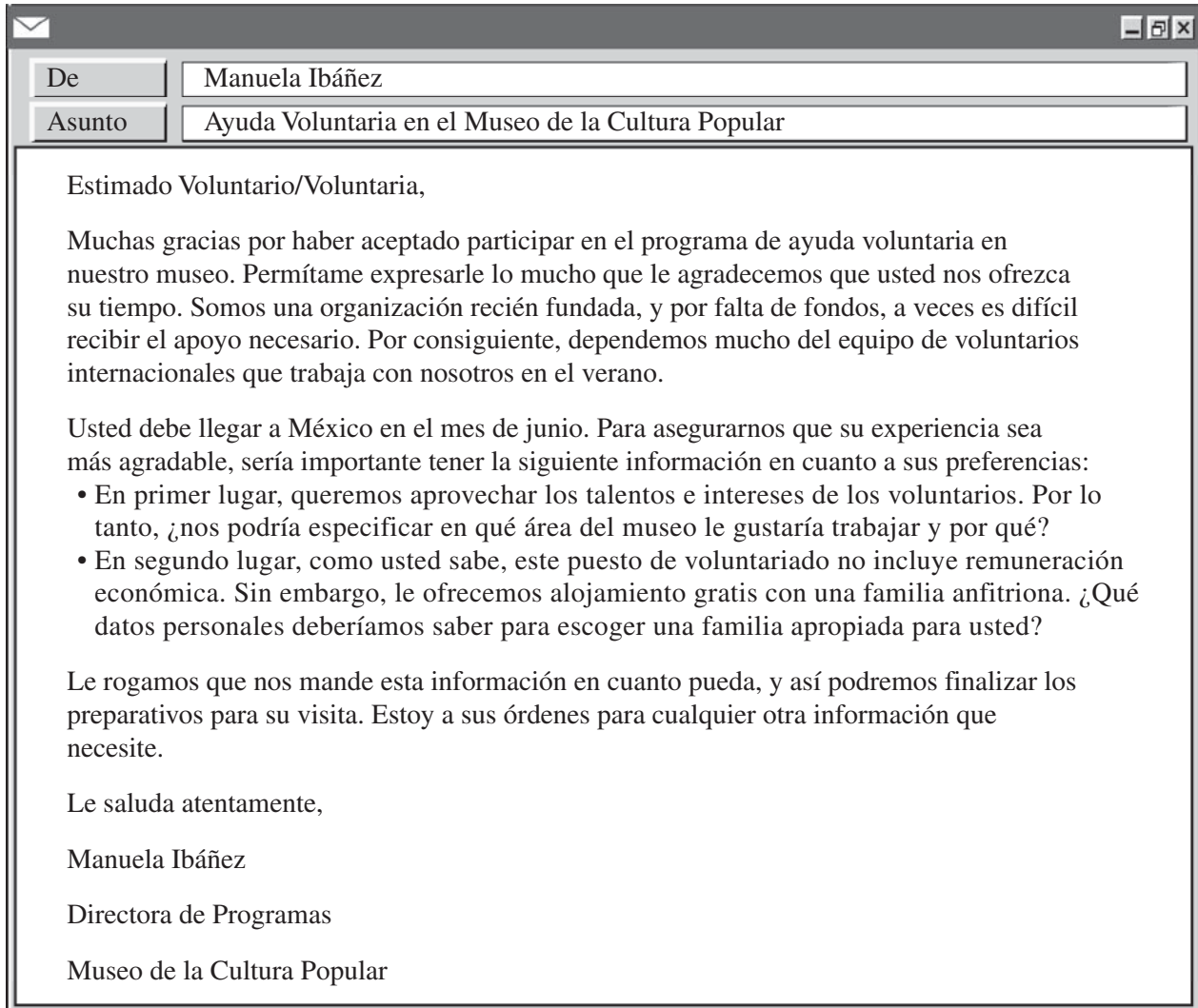
Tu respuesta debe incluir un saludo y una despedida, y debe responder a todas las preguntas y peticiones del mensaje. En tu respuesta, debes pedir más información sobre algo mencionado en el mensaje. También debes responder de una manera formal.

**Time — 15 minutes****GO ON TO THE NEXT PAGE.**

Tema curricular: La vida contemporánea

### Introducción

Este mensaje electrónico es de la señora Manuela Ibáñez, la directora de programas del Museo de la Cultura Popular en México. Has recibido este mensaje porque has aceptado participar en este programa como voluntario/voluntaria.



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**STOP**

Do not go on until you are told to do so.

No continúes hasta que te lo indiquen.

## Task 2: Persuasive Essay

You have 1 minute to read the directions for this task.

Tienes 1 minuto para leer las instrucciones de este ejercicio.

You will write a persuasive essay to submit to a Spanish writing contest. The essay topic is based on three accompanying sources, which present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay.

In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

Vas a escribir un ensayo persuasivo para un concurso de redacción en español. El tema del ensayo se basa en las tres fuentes adjuntas, que presentan diferentes puntos de vista sobre el tema e incluyen material escrito y grabado. Primero, vas a tener 6 minutos para leer el tema del ensayo y los textos. Después, vas a escuchar la grabación dos veces; debes tomar apuntes mientras escuchas. Luego vas a tener 40 minutos para preparar y escribir tu ensayo.

En un ensayo persuasivo, debes presentar los diferentes puntos de vista de las fuentes sobre el tema, expresar tu propio punto de vista y apoyarlo. Usa información de todas las fuentes para apoyar tu punto de vista. Al referirte a las fuentes, identifícalas apropiadamente. Organiza también el ensayo en distintos párrafos bien desarrollados.

You will now begin this task.

Ahora vas a empezar este ejercicio.

**Time — Approximately 55 minutes**

Tema curricular: Las familias y las comunidades

Primero tienes 6 minutos para leer el tema del ensayo, la fuente número 1 y la fuente número 2.

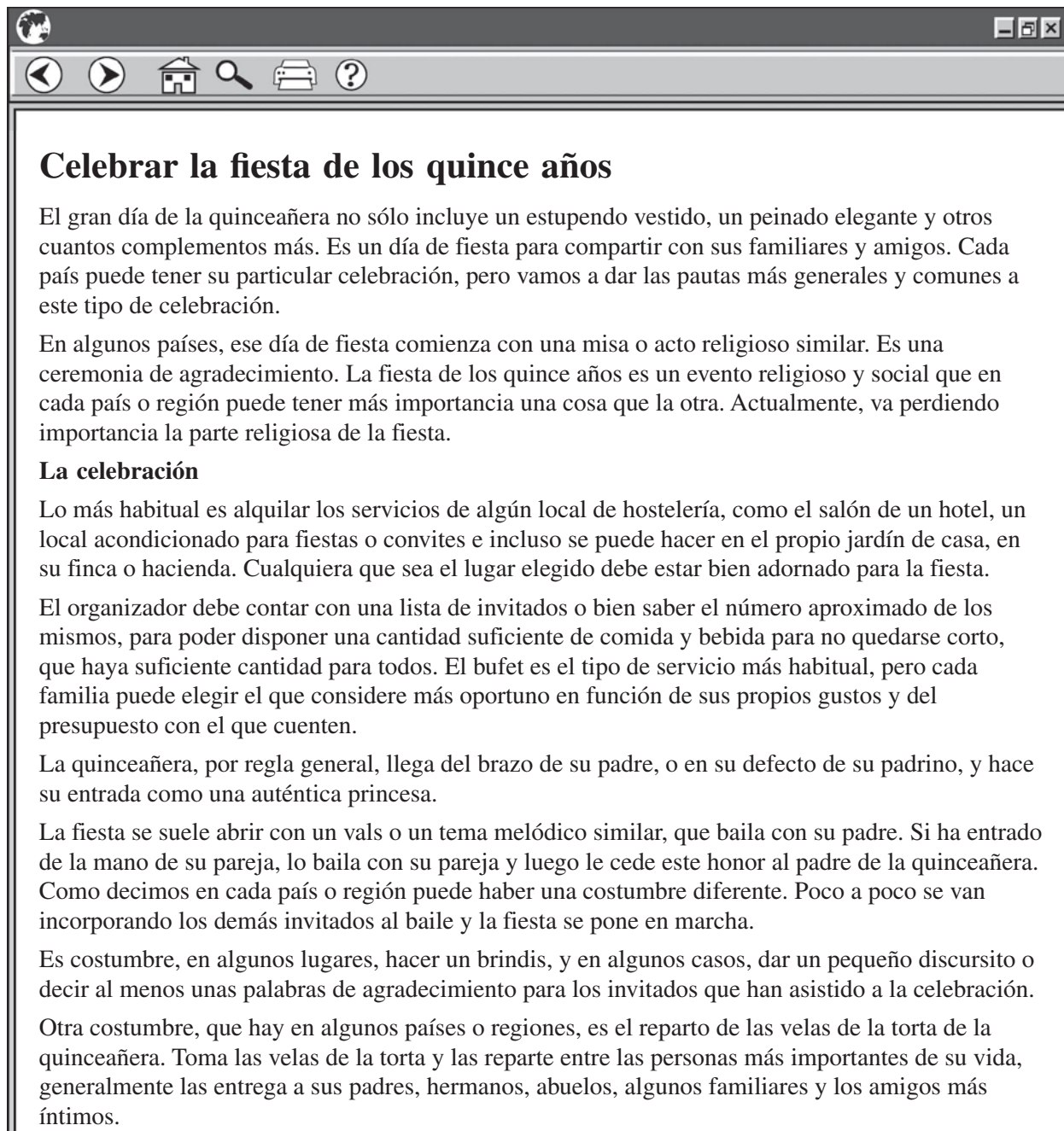
Tema del ensayo:

¿Se debe celebrar una fiesta especial cuando una persona cumple los quince años?

**GO ON TO THE NEXT PAGE.**

**Fuente número 1****Introducción**

Este texto trata de la celebración de los quince años. El artículo original fue publicado el 6 de octubre de 2003 en España por Protocolo.org.



The screenshot shows a web browser window with a toolbar containing icons for back, forward, home, search, print, and help. The address bar is empty. The main content area displays the title "Celebrar la fiesta de los quince años" in a bold serif font. Below the title is a paragraph of text. To the left of the text, there are line numbers 5, 10, 15, 20, and 25, each aligned with a specific line of text. The text is in a serif font and is right-aligned within the browser window.

**Celebrar la fiesta de los quince años**

El gran día de la quinceañera no sólo incluye un estupendo vestido, un peinado elegante y otros cuantos complementos más. Es un día de fiesta para compartir con sus familiares y amigos. Cada país puede tener su particular celebración, pero vamos a dar las pautas más generales y comunes a este tipo de celebración.

En algunos países, ese día de fiesta comienza con una misa o acto religioso similar. Es una ceremonia de agradecimiento. La fiesta de los quince años es un evento religioso y social que en cada país o región puede tener más importancia una cosa que la otra. Actualmente, va perdiendo importancia la parte religiosa de la fiesta.

**La celebración**

Lo más habitual es alquilar los servicios de algún local de hostelería, como el salón de un hotel, un local acondicionado para fiestas o convites e incluso se puede hacer en el propio jardín de casa, en su finca o hacienda. Cualquiera que sea el lugar elegido debe estar bien adornado para la fiesta.

El organizador debe contar con una lista de invitados o bien saber el número aproximado de los mismos, para poder disponer una cantidad suficiente de comida y bebida para no quedarse corto, que haya suficiente cantidad para todos. El bufet es el tipo de servicio más habitual, pero cada familia puede elegir el que considere más oportuno en función de sus propios gustos y del presupuesto con el que cuenten.

La quinceañera, por regla general, llega del brazo de su padre, o en su defecto de su padrino, y hace su entrada como una auténtica princesa.

La fiesta se suele abrir con un vals o un tema melódico similar, que baila con su padre. Si ha entrado de la mano de su pareja, lo baila con su pareja y luego le cede este honor al padre de la quinceañera. Como decimos en cada país o región puede haber una costumbre diferente. Poco a poco se van incorporando los demás invitados al baile y la fiesta se pone en marcha.

Es costumbre, en algunos lugares, hacer un brindis, y en algunos casos, dar un pequeño discursito o decir al menos unas palabras de agradecimiento para los invitados que han asistido a la celebración.

Otra costumbre, que hay en algunos países o regiones, es el reparto de las velas de la torta de la quinceañera. Toma las velas de la torta y las reparte entre las personas más importantes de su vida, generalmente las entrega a sus padres, hermanos, abuelos, algunos familiares y los amigos más íntimos.

**Continúa en la página siguiente**

**GO ON TO THE NEXT PAGE.**

30

**Torta de los quince años**

Cuando la celebración va por su mitad, suele ser un buen momento para cortar la gran torta —pastel—. La quinceañera hará los honores de cortarla.

35

La torta suele tener un tamaño considerable para que todos los invitados puedan degustar un buen pedazo. La decoración suele ser muy elegante y llamativa. Es uno de los elementos principales de la celebración de la fiesta de los quince años, una gran torta.

La fiesta se suele prolongar hasta muy tarde, y los más jóvenes disfrutan del baile, con música muy variada. Los temas pueden ser una selección de los favoritos de la quinceañera.

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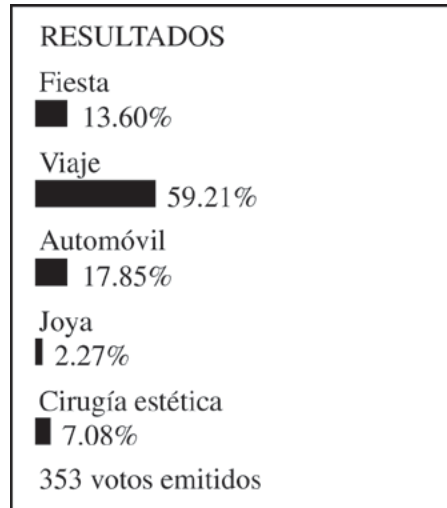
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## Fuente número 2

### Introducción

Este texto trata de lo que volverían a hacer algunas personas si cumplieran nuevamente quince años. El gráfico original fue publicado el 31 de agosto de 2006 en Inglaterra por BBCMundo.com.

## ¿Qué elegiría si pudiera volver a celebrar los quince?



Resultados sin valor estadístico

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**Fuente número 3**

Tienes 30 segundos para leer la introducción.

**Introducción**

Esta grabación trata del valor de la fiesta de los quince años. La entrevista original fue publicada el 31 de agosto de 2006 en Inglaterra por BBCMundo.com. La grabación dura aproximadamente tres minutos.

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**END OF PART A**

**STOP**

If you finish before time is called, you may check your work on Part A only. Do not go on to Part B until you are told to do so.

Si terminas antes del tiempo indicado, puedes revisar tus respuestas en la Parte A solamente. No pases a la Parte B hasta que te lo indiquen.

# AP<sup>®</sup> Spanish Language and Culture Practice Exam

## SECTION II, Part B

**DO NOT BREAK THE SEALS ON THIS INSERT UNTIL YOU ARE TOLD TO DO SO.**

### At a Glance

**Time**

Approximately  
15 minutes

**Number of Tasks**

2

### Section II Part B

**Task 3: Conversation****Time**

Approximately 5  
minutes

**Task 4: Cultural Comparison****Time**

Approximately  
7 minutes

### Instructions

Directions for speaking will be given to you by a master recording, and you will be told when to open this insert. This part consists of one Interpersonal Communication task and one Presentational Communication task. Your responses will be recorded. All responses must be spoken in Spanish. Carefully follow the directions for starting, pausing, and stopping your recording equipment. Make sure that the machine is in the “Record” position when you are recording. At the completion of this exam, you should verify that your voice has been recorded.

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## SPANISH LANGUAGE AND CULTURE

## Part B

Time — Approximately 15 minutes

This part requires spoken responses. Your cue to start or stop speaking will always be this tone.

Esta parte requiere respuestas orales. La señal para empezar o dejar de hablar siempre será este tono.

You have 1 minute to read the directions for this part.

Tienes 1 minuto para leer las instrucciones de esta parte.

Your spoken responses will be recorded. Your score will be based on what you record. It is important that you speak loudly enough and clearly enough for the machine to record what you say. You will be asked to start, pause, and stop your recorder at various points during the exam. Follow the directions and start, pause, or stop the recorder only when you are told to do so. Remember that the tone is a cue only to start or stop speaking—not to start or stop the recorder.

Tus respuestas orales serán grabadas. Tu calificación se basará en lo que grabes. Es importante que hables lo suficientemente alto y claro para que se graben tus respuestas. Durante el examen, se te pedirá que pongas en marcha, hagas una pausa o pares la grabadora. Sigue las instrucciones poniendo la grabadora en marcha, haciendo una pausa o parándola cuando se indique. Recuerda que el tono es una señal para empezar o dejar de hablar, no para poner la grabadora en marcha o pararla.

You will now begin this part.

Ahora vas a comenzar esta parte.

**GO ON TO THE NEXT PAGE.**



**Task 3: Conversation**

You have 1 minute to read the directions for this task.

Tienes 1 minuto para leer las instrucciones de este ejercicio.

You will participate in a conversation. First, you will have 1 minute to read a preview of the conversation, including an outline of each turn in the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn to speak, you will have 20 seconds to record your response.

You should participate in the conversation as fully and appropriately as possible.

Vas a participar en una conversación. Primero, vas a tener 1 minuto para leer la introducción y el esquema de la conversación. Después, comenzará la conversación, siguiendo el esquema. Cada vez que te corresponda participar en la conversación, vas a tener 20 segundos para grabar tu respuesta.

Debes participar de la manera más completa y apropiada posible.

You will now begin this task.

Ahora vas a empezar este ejercicio.

Tema curricular: La belleza y la estética

Tienes 1 minuto para leer la introducción.

### Introducción

Esta es una conversación con Mariana, una compañera de clase. Vas a participar en esta conversación porque ella está organizando un desfile de moda como proyecto final en la clase de arte y diseño.

Mariana	• Te saluda y te pide tu opinión.
Tú	• Salúdala y dale una respuesta.
Mariana	• Te da más detalles.
Tú	• Responde afirmativamente y explícale cómo.
Mariana	• Continúa la conversación y te hace otra propuesta.
Tú	• Responde negativamente y explica por qué.
Mariana	• Reacciona a tu respuesta y continúa la conversación.
Tú	• Contéstale con detalles.
Mariana	• Continúa la conversación y te hace una pregunta.
Tú	• Propón alguna opción y despídete.

**GO ON TO THE NEXT PAGE.**

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**STOP**

Do not go on until you are told to do so.

No continúes hasta que te lo indiquen.

**Task 4: Cultural Comparison**

You have 1 minute to read the directions for this task.

Tienes 1 minuto para leer las instrucciones de este ejercicio.

You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare your own community to an area of the Spanish-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the Spanish-speaking world. You should also organize your presentation clearly.

Vas a dar una presentación oral a tu clase sobre un tema cultural. Vas a tener 4 minutos para leer el tema de la presentación y prepararla. Después vas a tener 2 minutos para grabar tu presentación.

En tu presentación, compara tu propia comunidad con una región del mundo hispanohablante que te sea familiar. Debes demostrar tu comprensión de aspectos culturales en el mundo hispanohablante y organizar tu presentación de una manera clara.

You will now begin this task.

Ahora vas a empezar este ejercicio.

Tema curricular: Las identidades personales y públicas

Tema de la presentación:

¿Cómo han afectado los héroes nacionales la vida de las personas en tu comunidad? Compara tus observaciones acerca de las comunidades en las que has vivido con tus observaciones de una región del mundo hispanohablante que te sea familiar. En tu presentación, puedes referirte a lo que has estudiado, vivido, observado, etc.

**GO ON TO THE NEXT PAGE.**

4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4 4

**END OF PART B**

**END OF EXAM**

**STOP**

## Section 1, Part B, Selection 1

### Script:

(N) Selección número 1

(N) Primero tienes cuatro minutos para leer la fuente número uno.

(4 minutes)

(N) Deja de leer. Ahora pasa a la fuente número dos. Tienes dos minutos para leer la introducción y prever las preguntas.

(2 minutes)

(N) Ahora escucha la fuente número dos.

(WA) *Lirio Márquez se encuentra conmigo esta tarde. Ella es la coordinadora del primer Simposio de Bioluminiscencia en Puerto Rico. ¿Cómo surge?, ¿cómo tú entiendes que surgió la idea de presentar este simposio?*

(WB) *Esta es una idea muy antigua. Esta idea surge de los inicios de Fideicomiso; el Fideicomiso siempre había querido llevar a cabo un simposio sobre la bioluminiscencia en Puerto Rico. Esta actividad cumplió las expectativas y las superó, y te voy a decir por qué. Primero, se dio allí un matrimonio muy bonito, muy efectivo, y yo creo que va ser muy productivo en el futuro, entre la ciencia, la, las... ciencias sociales... las ciencias naturales, las ciencias sociales, con la participación de funcionarios de gobierno tanto electos como nombrados que me parece a mí que va a redundar en la protección de los cuerpos de agua bioluminiscente de Puerto Rico.*

(WC) *Eh, nosotros tenemos un recurso natural extraordinario en el planeta Tierra que está ubicado precisamente aquí en el corazón de Vieques, de la Isla Nena. Y es la bahía bioluminiscente y tenemos más de una. Así que hemos sido bendecidos en ese sentido y tenemos que protegerlo y conservarlo, no solamente para nosotros sino también para disfrutarlo con otros vecinos. En ese caso en el Senado de Puerto Rico hemos presentado la Resolución eh, Conjunta del Senado 226, de la autoría tanto de la honorable Marita Santiago quien es la senadora que preside la Comisión de Recursos Naturales y Ambiente.*

(WD) *Como presidenta de la Comisión de Recursos Naturales y Ambientales, estoy preocupada y me ocupa el atender el asunto de la bahía bioluminiscente. He, he, he presentado una medida ante, la Senado de Puerto Rico, eh Resolución Conjunta del Senado 226, que ordena a la Junta de Planificación, a, a Administración de Reglamentos y Permisos, a Recursos Naturales Ambientales, así como también al Municipio de Vieques, para comenzar el proceso de planificación, zonificación, calificación del uso de los terrenos, muy especialmente los que eh, rodean, los que están en el entorno a un nivel superior al nivel del mar, eh y que se pueden ver desde la bahía.*

(MA) *Pues, la Sea Grant tiene un compromiso con todos los recursos y atracciones naturales, marinos y costeros de Puerto Rico. Y con la de Vieques, pues tenemos el mismo compromiso que con los otros pero tenemos una estima especial ya que es la estrella. O sea, tenemos un recurso que es el mejor en el mundo y yo creo que lo tenemos que elevar a ese nivel. Tenemos que protegerlo para poder seguir garantizando los beneficios económicos y las oportunidades recreativas que ofrece. Y, nada, eh, Sea Grant va a seguir trabajando a favor de todos los recursos marinos y costeros.*

(N) Ahora tienes un minuto para empezar a responder a las preguntas para esta selección. Después de un minuto, vas a escuchar la grabación de nuevo.

(1 minute)

(N) Ahora escucha de nuevo.

Repeat

(N) Ahora termina de responder a las preguntas para esta selección.

(2 minutes and 30 seconds)

## Section 1, Part B, Selection 2

### Script:

- (N) Selección número 2
- (N) Primero tienes un minuto para leer la fuente número uno.
- (1 minute)
- (N) Deja de leer. Ahora pasa a la fuente número dos. Tienes un minuto para leer la introducción y prever las preguntas.
- (1 minute)
- (N) Ahora escucha la fuente número dos.
- (MA) *Hola, Francisca, ¿qué tal?*
- (WA) *Hola, Tomás, todo bien, ¿y tú?*
- (MA) *Regular.*
- (WA) *Oye, tengo una pregunta para ti...*
- (MA) *Sí, dime...*
- (WA) *Eh... me gradúo el próximo año y voy a ir a la Universidad de Chile en Santiago... Estudiaste allá, ¿no?*
- (MA) *Sí.*
- (WA) *Bueno, como queda muy lejos tendré que mudarme, ¿tienes idea de cuánto me costará?*
- (MA) *No estoy seguro... recuerdo que a nosotros nos cobraban como 730 pesos al mes pero eso lo dividía con mis dos compañeros de la universidad... La verdad es que hace mucho que no vivo en Santiago. Fui para estudiar pero como sabes, tuve que dejar los estudios.*
- (WA) *No, no sabía... pero, ¿por qué? ¡Eras tan buen estudiante!*
- (MA) *Sí, estoy muy triste. Soñé con ser farmacéutico pero mi mamá se enfermó y tuve que regresar a casa para ayudar a mis padres.*
- (WA) *¡Qué lástima!*
- (MA) *Sí... pero como siempre dice mi papá... a mal tiempo, buena cara...*
- (WA) *¿Y ahora? ¿Cómo está tu mamá? ¿Ha mejorado la situación?*
- (MA) *Sí, está mucho mejor por suerte. Está bien ahora aunque hubo momentos difíciles.*
- (WA) *Bueno, pero felizmente ya se recuperó.*
- (MA) *¡Sí, es verdad!*
- (WA) *¿Y tienes planes para regresar a la universidad?*
- (MA) *Sí, pero espero ir a una mucho más cerca. Pero eso será en un año o dos; tengo que trabajar por ahora... y tú, ¿qué vas a estudiar?*
- (WA) *Derecho... Quiero dedicarme al derecho penal.*
- (MA) *¡Qué bien! ¿Y por qué te vas a Santiago?*
- (WA) *Porque no hay universidades cerca con mi especialización aquí en Puerto Montt.*
- (MA) *Bueno, debes haber salido muy bien en el examen para poder asistir a esa universidad.*
- Mi amigo Manuel me comentó que había muy pocas vacantes. Aún menos que lo normal.*



- (WA) *Sí, mi familia está muy orgullosa de mí. Seré la primera que asiste a la universidad.*
- (MA) *¡Fantástico! ¡Felicitaciones!*
- (WA) *¡Mil gracias!*
- (MA) *No hay de qué... ¿Y tu hermano menor... también asistirá?*
- (WA) *Supongo que sí... todavía le faltan dos años más en la secundaria pero es muy estudioso e inteligente. Así que si quiere estudiar, seguramente una de las universidades le ofrecerá una vacante...*
- (MA) *¡Muy bien! Mi hermano no quiso, pues no le gusta estudiar. Y ahora está trabajando mucho... además la familia no la podía pagar, yo pude ir porque tuve buenas calificaciones en el examen de admisión... si no fuera por eso, dudo que yo hubiera podido asistir...*
- (N) Ahora tienes un minuto para empezar a responder a las preguntas para esta selección. Después de un minuto, vas a escuchar la grabación de nuevo.
- (1 minute)
- (N) Ahora escucha de nuevo.
- Repeat
- (N) Ahora termina de responder a las preguntas para esta selección.
- (1 minute and 45 seconds)

## Section 1, Part B, Selection 3

### Script:

- (N) Selección número 3
- (N) Primero tienes un minuto para leer la introducción y prever las preguntas.  
(1 minute)
- (N) Ahora escucha la selección.
- (WA) *Tatiana Villegas es especialista de la Oficina Regional de Cultura de la UNESCO para América Latina y el Caribe en La Habana.*
- (WB) *Patrimonio cultural sumergido, según la Convención de la UNESCO para la protección de ese patrimonio, lo define como todo rastro de existencia humana que tenga carácter cultural, histórico o arqueológico, que haya estado bajo el agua parcial o totalmente o de forma periódica por lo menos durante 100 años.*
- (WA) *¿En América Latina hay mucho de esto?*
- (WB) *Bueno, en realidad muchísimo porque las aguas de América Latina y del Caribe tanto marítimas como fluviales y lacustres guardan importantes y numerosos vestigios, eh... tanto del pasado lejano como reciente. Los mares del Caribe siempre han sido el escenario de innumerables naufragios como resultados de batallas navales o de desastres naturales como los huracanes y los terremotos.*
- (WA) *Es apasionante realmente...*
- (WB) *Exactamente, y... y en el mar, por unas condiciones particulares de estar sumergidos bajo el sedimento además del agua, los vestigios que... orgánicos en particular como la madera, los textiles se mantienen muchísimo más que en tierra, entonces en el mar hay un potencial de información que no tenemos en tierra firme.*
- (WA) *Tatiana, ¿a quién pertenece el patrimonio hundido? ¿A quién pertenece?, ¿a las personas que los redescubren?, ¿a los países costeros?, ¿a quién?*
- (WB) *Bueno, en realidad la Convención de la UNESCO, eh... contiene disposiciones con respecto a un sistema de cooperación en ese sentido. El patrimonio pertenece a la humanidad y los países que ratifican la Convención de la UNESCO, pues, eh... se comprometen para hacer todos los esfuerzos posibles para que este patrimonio sea protegido para el beneficio de la humanidad... La Convención misma no reglamenta la propiedad del patrimonio ni tampoco modifica la jurisdicción de los estados ni sus derechos soberanos.*
- (WA) *¿Qué sucede cuando un grupo privado decide rescatar, por ejemplo, un barco hundido, o los objetos que hay dentro de un barco hundido? ¿Puede hacerlo y quedarse con eso?*
- (WB) *No, no, no, de ningún modo porque la Convención de la UNESCO prohíbe total y rotundamente la explotación comercial del patrimonio cultural subacuático.*
- (WA) *¿Cuántos países en América Latina han ratificado la Convención?*
- (WB) *La Convención entró en vigor en enero del 2009. Actualmente cuenta con 36 países en todo el mundo, de los cuales catorce son de América Latina.*
- (WA) *Quien nos hablaba era Tatiana Villegas, especialista de la Oficina Regional de Cultura de la UNESCO para América Latina y el Caribe. Laura Kwiatkowski, Naciones Unidas, Nueva York.*
- (N) Ahora tienes un minuto para empezar a responder a las preguntas para esta selección. Después de un minuto, vas a escuchar la grabación de nuevo.

(1 minute)

(N) Ahora escucha de nuevo.

Repeat

(N) Ahora termina de responder a las preguntas para esta selección.

(1 minute and 15 seconds)

## Section 1, Part B, Selection 4

### Script:

(N) Selección número 4

(N) Primero tienes un minuto para leer la introducción y prever las preguntas.

(1 minute)

(N) Ahora escucha la selección.

(WA) *Etiqueta en el correo electrónico.*

*Cuando escribe un correo electrónico debe fijarse en algunos aspectos importantes para que la comunicación sea lo más eficaz y eficiente posible. En muchas ocasiones se descuidan detalles importantes, que hacen que el correo no cumpla los objetivos marcados, o no sea el correo que debería haber enviado. Un correo no deja de ser una carta, similar a cualquier otra, en la que solo cambia el medio por el que se envía. No hay que darle menos importancia, ni tampoco más, sino la misma que a cualquier otro comunicado.*

*Algunos de los puntos importantes a tener en cuenta a la hora de enviar un correo electrónico son:*

*Asegurarse bien de la dirección a la que desea enviar el correo. Hay tantos dominios registrados que el cambio de una sola letra puede hacer que el mensaje llegue a la persona equivocada. O bien que el mensaje llegue a la empresa pero al departamento o persona equivocada.*

*Envíe solo lo que quiere comunicar o lo que le han pedido. No debe aprovecharse la gratuidad del sistema de envío para mandar documentos o archivos adjuntos innecesarios, generando más tráfico en la Red y haciendo perder el tiempo a la persona que recibe el correo.*

*No se olvide rellenar el asunto del mensaje. Eso le da una idea clara y resumida del contenido del correo al destinatario.*

*Escriba un saludo, un cuerpo y una despedida, como haría en una carta tradicional. No tiene porqué utilizar fórmulas distintas para este tipo de mensajes. Ni más ceremoniosas ni más familiares, salvo que escriba a un amigo íntimo o persona allegada, y utilice algún tipo de redacción más cercana.*

*No utilice las direcciones de correo electrónico de otras personas para enviar correo o archivos no solicitados. La privacidad del correo debe ser respetada. Tampoco ceda o dé las direcciones de correos a otras personas, salvo que el propio interesado lo autorice.*

*Redacte de forma clara, correcta (sin faltas de ortografía) y no escriba todo el texto en letras mayúsculas. Tampoco debe utilizar diversos tipos de fuentes en la misma carta, muchos colores y dibujitos.*

*Si envía un correo a varias personas, utilice el campo de la copia ciega para evitar que los demás destinatarios del mensaje conozcan las direcciones de las otras personas.*

*Firme. No envíe mensajes de forma anónima o incompletos. Debe indicar al menos su nombre al pie del texto. Si quiere, puede incorporar algún otro dato adicional como su dirección, su teléfono, su página web, etc.*

*Si ha mantenido algún otro mensaje con el destinatario del mismo, puede dejar el texto anterior debajo del que usted escriba para recordar detalles o puntos importantes o de interés.*

(N) Ahora tienes un minuto para empezar a responder a las preguntas para esta selección. Después de un minuto, vas a escuchar la grabación de nuevo.

(1 minute)

(N) Ahora escucha de nuevo.

Repeat

(N) Ahora termina de responder a las preguntas para esta selección.

(1 minute and 15 seconds)

## Section 1, Part B, Selection 5

### Script:

(N) Selección número 5

(N) Primero tienes un minuto para leer la introducción y prever las preguntas.

(1 minute)

(N) Ahora escucha la selección.

(MA) *Lima, ciudad de experiencias. Fundada como la Ciudad de los Reyes. En plena costa peruana, está más viva que nunca.*

(MB) *Yo creo que se trata de un lugar privilegiado donde nuestra cultura nace de toda una mezcla de otras culturas.*

(MA) *Don Armando trabaja desde hace 50 años en la Plaza Mayor de Lima, en el corazón de la ciudad. Ahí se encuentran la Catedral de Lima con su impresionante arquitectura, el Palacio Arzobispal y el Palacio de Gobierno donde se lleva a cabo todos los días el tradicional cambio de guardia de los Húsares de Junín. No importa hacia donde camine, siempre hay algo interesante que conocer, como, por ejemplo, sus diversas plazas y monumentos históricos, sus iglesias como San Francisco y las famosas catacumbas.*

*Pasar de un distrito turístico a uno comercial es cuestión de minutos. Y es que Lima es un lugar propicio para las inversiones, brindando la infraestructura y oportunidades necesarias para su total comodidad. En Lima siempre hay algo que hacer. Hay muchas alternativas y para todos los gustos.*

(MC) *Yo creo que unos de los principales encantos de Lima, definitivamente, es la comida.*

(MA) *Lima, considerada la capital gastronómica de América, tiene una variada oferta culinaria. Y Pedro lo sabe muy bien. Y es que la cocina de Lima representa un crisol de gustos y sabores capaces de satisfacer al paladar más exigente con succulentos platillos que hoy en día dan la vuelta al mundo.*

(MC) *Si a las personas se les conquista por el estómago, entonces es fácil enamorarse de Lima.*

(MA) *Definitivamente. Lima no es un simple destino turístico. Es un lugar en el que conviven pasado, presente y futuro a través de sus diferentes manifestaciones culturales y sociales. Y es que uno no pasa por Lima, uno se queda con Lima en el corazón.*

*Déjese atrapar por el encanto de Lima, una verdadera ciudad de experiencias.*

(N) Ahora tienes un minuto para empezar a responder a las preguntas para esta selección. Después de un minuto, vas a escuchar la grabación de nuevo.

(1 minute)

(N) Ahora escucha de nuevo.

Repeat

(N) Ahora termina de responder a las preguntas para esta selección.

(2 minutes)

# Persuasive Essay

## Script:

(N) Tienes un minuto para leer las instrucciones de este ejercicio.

(1 minute)

(N) Ahora vas a empezar este ejercicio.

(N) Tienes seis minutos para leer el tema del ensayo, la fuente número uno y la fuente número dos.

(6 minutes)

(N) Deja de leer. Ahora pasa a la fuente número tres. Tienes treinta segundos para leer la introducción.

(30 seconds)

(N) Ahora escucha la fuente número tres.

(MA) *El tema de hoy “Mis Quince Años, ¿una fiesta de moda?”. En el ambiente latinoamericano se celebra en grande cuando una niña se convierte en mujer. Esta celebración es una tradición que marca a las mujeres latinas y que se conoce como “La fiesta de los quince” o “La quinceañera”.*

*Muchos critican esta fiesta por considerarla muy fantasiosa, muy frívola. Sin embargo, este evento es considerado como un gran negocio que mueve otros servicios como el maquillaje, la fotografía, el video, los cruceros, etcétera. Para hablar del tema nos acompaña en la línea telefónica Juliana Montoya. Ella es experta en eventos sociales. Juliana, bienvenida a BBC Enlace.*

(WA) *Hola Edgard, ¿cómo estás?*

(MA) *Muy bien. Juliana, voy a comenzar leyendo un par de correos electrónicos que llegan a BBC Enlace sobre este tema. Nelson Medina desde Montevideo, Uruguay, escribe a BBCEnlace y dice: “Me parece absurdo que en estos tiempos de crisis económicas las niñas estén hablando de fiestas de quince; deberían despertar a la realidad”. ¿Deberían despertar de esa fantasía realmente, Juliana?*

(WA) *Bueno, yo pienso que los quince años van a ser una fiesta, una ocasión especial siempre para las niñas, independiente de que se les haga o no se les haga una fiesta de alto valor económico. Eh, yo pienso que es verdad, o sea, algunas familias que no tengan de pronto la posibilidad de acceder a estas fiestas pueden buscar una celebración más sencilla. Lo importante es que las niñas se sientan ese día que son muy especiales porque es una fecha que para ellas tradicionalmente significa mucho.*

(MA) *Vamos a abrir las líneas telefónicas; vamos a hacer contacto ahora con el IMER, el Instituto Mexicano de la Radio; allí se encuentra Julieta Mendoza. Adelante, Julieta.*

(WB) *A los estudios de Revista Antena Radio escribe María Emperatriz Alcides: “Tengo una hija de catorce años. Hemos hablado de su fiesta y hemos acordado darle un viaje a Europa. Ella aceptó, pero ahora dice que quiere la fiesta porque en la escuela sus amigas se burlan de ella. ¿Qué puede uno hacer en estos casos?”*

(WA) *Bueno, yo pienso que no es tanto presión, sino es un poquito influencia según lo que cada una vaya celebrando en, en su fecha de cumpleaños, los otros niños siempre quieren hacer algo parecido o algo mucho mejor para quedar pues mejor delante de, de sus amigas. Yo pienso que a veces sí influencia el hecho que ellas estén conversando sobre la fiesta que la una hizo o que la otra niña va para Europa. Es una decisión compartida entre las niñas. Pero finalmente es en la familia donde se toma la determinación eh, según el presupuesto y según las expectativas de cada uno.*

- (MA) *Siguen las líneas abiertas, por favor su nombre y ¿de dónde nos llama?*
- (WC) *Mi nombre es Sochil y estoy llamando de Miami, y mi pregunta es: Conociendo las faltas económicas de América Latina, ¿por qué se empeñan en hacer una fiesta de quince?*
- (WA) *Bueno, es más o menos la misma respuesta que le dábamos a Nelson que nos llamó de, de Uruguay. Para las niñas es una fecha muy significativa, es, es una fecha especial que quieren compartir con sus amigas y por esa influencia de la que hablábamos también. Entonces, eh, pues la sociedad y todo el mundo nos empuja como a que lo celebremos, pero no necesariamente tiene que haber esa celebración.*
- También, lo decíamos anteriormente, puede ser algo muy sencillo para las niñas. Pero es por la importancia que tiene para ellas esa fecha.*
- (N) Ahora escucha de nuevo.
- Repeat
- (N) Ahora tienes cuarenta minutos para preparar y escribir un ensayo persuasivo.
- (40 minutes)
- (N) End of recording

# Conversation

## Script:

(N) Tienes un minuto para leer las instrucciones de este ejercicio.

(1 minute)

(N) Ahora vas a empezar este ejercicio.

(N) Tienes un minuto para leer la introducción.

(1 minute)

(N) En este momento va a comenzar la conversación. Ahora presiona el botón “Record”.

(WA) *Aló, habla Mariana. Te llamo por lo del desfile de moda que te comenté ayer en clase. ¿Qué te parece la idea para mi proyecto final?*

(Tone)

(20 seconds)

(Tone)

(WA) *Bueno, mira,... Ya tengo hechos todos los diseños, claro, pero todavía falta conseguir las telas, los accesorios y también modelos para el desfile. ¿Puedes ayudarme?*

(Tone)

(20 seconds)

(Tone)

(WA) *Mil gracias, no sabes cuánto te lo agradezco. Oye, después del desfile tengo que entregar un portafolio. ¿Podrías sacar las fotos el día del desfile?*

(Tone)

(20 seconds)

(Tone)

(WA) *¡Ay, qué pena!, pero lo entiendo. Al final del año, todo el mundo está muy ocupado. ¿A ti qué proyectos te quedan por hacer?*

(Tone)

(20 seconds)

(Tone)

(WA) *¡Qué interesante! Tal vez te pueda ayudar también. ¿Qué te parece si nos reunimos esta semana? Así podemos finalizar los planes.*

(Tone)

(20 seconds)

(Tone)



# Cultural Comparison

## **Script:**

(N) Tienes un minuto para leer las instrucciones de este ejercicio.

(1 minute)

(N) Ahora vas a empezar este ejercicio.

(N) Tienes cuatro minutos para leer el tema de la presentación y prepararla.

(4 minutes)

(N) Tienes dos minutos para grabar tu presentación. Presiona el botón “Record” o suelta el botón “Pause” ahora. Empieza a hablar después del tono.

(Tone)

(2 minutes)

(Tone)



# Notes on the Practice Exam

## Introduction

This section provides a detailed description of how the questions in the Practice Exam correspond to the components of the Curriculum Framework included in the *AP Spanish Language and Culture Course and Exam Description*. For all questions in the Practice Exam, the course theme and the targeted learning objectives from the Curriculum Framework are indicated, and the source materials that serve as the basis for the questions are described.

For each set of multiple-choice questions, there is also an overview of the focus of the questions that lists specific aspects of communication that are assessed. For each question within a set, the correct response is justified and an explanation is provided as to why the other responses are incorrect.

For each free-response question, there is a description of the task and of the source materials on which it is based. Scoring Guidelines, as well as a summary of the characteristics of strong, good, and fair student responses, are provided for each free-response question.

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	12.5%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt	12.5%	Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts	12.5%	20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt	12.5%	2 minutes to respond

## Multiple-Choice Section

Section I of the AP Exam, the multiple-choice section, primarily assesses proficiency in the Interpretive mode of communication. Students are asked to identify main points, significant details, purpose, and intended audience of a variety of authentic print and audio texts; they are also asked to make inferences and predictions based on them. Some questions require students to show understanding of cultural or interdisciplinary information contained in a text. Each set of questions is accompanied by a preview that provides contextual information (e.g., text type, country and date of publication, statement of topic, names of characters or speakers in the text).

Questions 1 through 30 are based on a variety of authentic print texts (e.g., journalistic and literary texts, announcements, advertisements, letters, maps, and tables).

Questions 31 through 65 are based on a variety of authentic audio materials, including interviews, podcasts, public service announcements, conversations, and brief presentations. Students will have time to read the preview and skim the questions before listening to the audio. All audio texts will be played twice. In this part of the multiple-choice section, questions 31 through 47 are based on audio texts that are paired with print texts; questions 48 through 65 are based solely on audio texts.

In total, the multiple-choice section contains 65 questions, lasts approximately 95 minutes, and accounts for 50 percent of the student's overall AP Exam score.

## Information for Questions 1 – 5

<b>Course Theme</b>	Beauty and Aesthetics / <i>La belleza y la estética</i>
<b>Source</b>	This is an announcement about a theater production for children offered by <i>Repertorio Español</i> in New York City. It was originally published in March of 2011. It promotes a bilingual production for children, written and produced by Scaramouches Theater from Venezuela, well-known for its puppet theater productions.
<b>Focus of Questions</b>	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> <li>• identification of the purpose of the announcement</li> <li>• interpretation of cultural information in the announcement</li> <li>• critical reading of the announcement, including inference of an implied meaning</li> <li>• selection of an appropriate question to pose as a reply to the announcement</li> </ul>

### Question 1

<b>Targeted Learning Objective:</b>	
<ul style="list-style-type: none"> <li>• The student understands the purpose of a message and point of view of its author.</li> </ul>	
(A)	This option is incorrect because it does not promote the theater in all parts of the world, only this production in New York City.
(B)	This option is incorrect because it does not recruit young people for the purpose of acting in the theater.
(C)	This option is incorrect because it does not promote other productions being offered by <i>Repertorio Español</i> , only this production by Scaramouches Theater.
(D)	<b>This option is correct because the main purpose of the announcement is to promote a Venezuelan theater puppet production for young people in New York City.</b>

### Question 2

<b>Targeted Learning Objective:</b>	
<ul style="list-style-type: none"> <li>• The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.</li> </ul>	
(A)	This option is incorrect because it is not promotional material for children.
(B)	<b>This option is correct because it is a promotional piece for parents that encourages them to bring their children to the theater.</b>
(C)	This option is incorrect because its target audience is not students in New York City.
(D)	This option is incorrect because its target audience is not the whole population of New York City, but rather Spanish-speaking parents.

Question 3

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).</li> </ul>	
(A)	This option is incorrect because the promotional material never refers to the actors as young children.
(B)	This option is incorrect because it clearly indicates that the group travels from place to place promoting the play.
(C)	This option is incorrect because it never mentions that the performers are exclusively musicians.
(D)	<b>This option is correct because the promotional material indicates that the production company travels to different cities to present its work.</b>

Question 4

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).</li> </ul>	
(A)	This option is incorrect because it never mentions that the prince and the princess will be married.
(B)	This option is incorrect because the baby and children prevent Cuchiflín from taking the child.
(C)	This option is incorrect because the child is never abducted, thanks to the help of the children.
(D)	<b>This option is correct because the synopsis states that with the help of the children, the baby is able to prevent Cuchiflín from having his way.</b>

Question 5

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.</li> </ul>	
(A)	<b>This option is correct because according to the question, the student is interested in purchasing tickets for a group of students.</b>
(B)	This option is incorrect because the question does not mention that the student is waiting to meet someone in front of the theater.
(C)	This option is incorrect because this person is requesting to be taken off the e-mail list, not asking for more information.
(D)	This option is incorrect because the promotional material clearly states that services are available for the hearing impaired.

## Information for Questions 6 – 12

<b>Course Theme</b>	Personal and Public Identities / <i>Las identidades personales y públicas</i>
<b>Source</b>	This is an original short story from Spain written by Rosa María Roé. It tells the story of a white rose that has never seen herself and therefore does not appreciate nor value her beauty. One day, a girl cuts her from the vine and takes her home. The woman puts her in a beautiful vase in front of the window and for the first time, the rose sees herself in the reflection of the window and realizes her beauty both inside and outside. At this moment, she begins to value herself and becomes once again the beautiful white rose that she was in the garden.
<b>Focus of Questions</b>	The following aspects of Interpretive Communication are assessed in this task: <ul style="list-style-type: none"> <li>• identification of main ideas and supporting details in the text</li> <li>• identification of the meaning of specific vocabulary in the text</li> <li>• critical reading of the text, including interpretation of the tone of the text and inferences of implied meanings in the text</li> </ul>

### Question 6

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>• The student demonstrates comprehension of content from written and print resources.</li> </ul>	
(A)	<b>This option is correct because when the rose was able to see her reflection in the window, she was finally able to appreciate her beauty.</b>
(B)	This option is incorrect because when she was cut from the rose bush, the rose was already starting to wilt.
(C)	This option is incorrect because the rose was unaware of what the other flowers and weeds thought of her.
(D)	This option is incorrect because the rose only discovered her value and her beauty when she was finally able to see her reflection in the window.

Question 7

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.</li> </ul>	
(A)	<b>This option is correct because it identifies the condition of the rose: it is beginning to wilt.</b>
(B)	This option is incorrect because it does not identify how the girl feels about the rose.
(C)	This option is incorrect because it does not identify the attitude of the other flowers in the garden toward the rose.
(D)	This option is incorrect because it does not describe the process of the rose as it moves from the garden to the house.

Question 8

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from written and print resources.</li> </ul>	
(A)	This option is incorrect because the girl does not see the rose for the first time in a crystal vase.
(B)	This option is incorrect because the girl does not see the rose for the first time in a forest.
(C)	<b>This option is correct because it identifies the neglected, forgotten part of the garden where the girl sees the rose for the first time.</b>
(D)	This option is incorrect because the girl does not see the rose for the first time in an abandoned flower pot.

Question 9

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from written and print resources.</li> </ul>	
(A)	This option is incorrect because the story does not describe the birth of the rose.
(B)	<b>This option is correct because the story describes the aging process of the rose.</b>
(C)	This option is incorrect because the story does not describe the blooming of the rose.
(D)	This option is incorrect because the story does not speak to the disappearance of the rose.

Question 10

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student demonstrates critical reading of written and print resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because the girl does not demonstrate a capricious attitude toward the rose.
(B)	This option is incorrect because the girl is not fearful of the rose.
(C)	This option is incorrect because the girl does not demonstrate a playful attitude toward the rose.
(D)	<b>This option is correct because it describes the affectionate attitude of the girl toward the rose.</b>

Question 11

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from written and print resources.</li> </ul>	
(A)	This option is incorrect because the rose does not become frightened when she views her reflection in the window pane for the first time.
(B)	This option is incorrect because the rose does not become sad when she views her reflection in the window pane for the first time.
(C)	This option is incorrect because the rose does not abandon the vase when she views her reflection in the window pane for the first time.
(D)	<b>This option is correct because it describes the wonder that the rose feels when she views her reflection in the window pane for the first time.</b>

Question 12

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student demonstrates critical reading of written and print resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because the moral of the story is not about living in harmony with others.
(B)	This option is incorrect because the moral of the story does not speak to the importance of friends and their ability to provide refuge.
(C)	<b>This option is correct because the moral of the story is to help the reader understand that a person must first look within in order to be able to value himself or herself as a person.</b>
(D)	This option is incorrect because the moral of the story does not reflect how inner beauty is essential for self-esteem.



### Information for Questions 13 – 23

Course Theme	Global Challenges / <i>Los desafíos mundiales</i>
Source #1	This journalistic article focuses on the aging population in Europe and on what effect it will have on Europe's future. It presents information about the current birth rate in Europe, followed by the implications of an aging population, along with a diminished birthrate. Finally, it focuses on some solutions to the problem, especially regarding pensions for older citizens. The article was written and published by the journalist Inder Bugarin, on February 25, 2008.
Source #2	A table published in March 2011 by the website Indexmundi.com shows the annual birth rate per 1000 citizens in Spain between 2003 and 2011, as well as the percent changes in that rate throughout those years.
Focus of Questions	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> <li>• identification of the purpose of the article</li> <li>• identification of main points and supporting details of the article</li> <li>• identification of the meaning in context of specific vocabulary in the article</li> <li>• interpretation of data in the table</li> <li>• critical reading of the article and the table, including interpretation of the tone of the article and application of data in the table to make a prediction about something mentioned in the article</li> <li>• identification of subject areas and potential secondary sources to consider for making a hypothetical written presentation on the topic of this task</li> </ul>

#### Question 13

Targeted Learning Objectives:	
<ul style="list-style-type: none"> <li>• The student understands the purpose of a message and point of view of its author.</li> <li>• The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.</li> </ul>	
(A)	This option is incorrect because the author does not analyze the possible solutions. He simply presents them as ideas based on the opinions of some European experts.
(B)	This option is incorrect because the author does not summarize the opinion of the experts in regards to the entire world, only the European continent. These opinions are presented to provide support for the information in the article.
(C)	<b>This option is correct because the author presents current information regarding the alarming demographic situation in Europe.</b>
(D)	This option is incorrect because the author never criticizes the published work of a European scientist.

Question 14

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.</li> </ul>	
(A)	This option is incorrect because the author does not present contrasting view points from European experts; all information supports his original claim.
(B)	This option is incorrect because the author does not provide anecdotal information based on his own experiences.
(C)	This option is incorrect because the author does not support his opinion of the topic based on popular proverbs.
(D)	<b>This option is correct because the author supports his thesis with concrete information provided by data.</b>

Question 15

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from written and print resources.</li> </ul>	
(A)	<b>This option is correct because, according to the article, the average age of Europeans will increase in the next few years.</b>
(B)	This option is incorrect because, according to the article, the number of births has decreased due to the new role of women in society.
(C)	This option is incorrect because the article addresses the average birthrate in Spain and does not address this same issue worldwide.
(D)	This option is incorrect because the article clearly states that the aging population in Europe will soon outnumber all others.

Question 16

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates knowledge and understanding of content across disciplines.</li> </ul>	
(A)	This option is incorrect because, according to the article, this is not the number of children that are born each year to European families.
(B)	This option is incorrect because the article does not present information regarding the fertility rate worldwide.
(C)	<b>This option is correct because, according to the article, this is the average number of children that a woman must have in order to maintain the stability of the European population.</b>
(D)	This option is incorrect because the article does not mention an average number of births in relation to economic security.

Question 17

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from written and print resources.</li> </ul>	
(A)	This option is incorrect because the article does not mention that the average life expectancy of women in the year 2050 will be greater than 90.
(B)	This option is incorrect because the article does not mention that the average life expectancy of men will continue to be stable until the year 2050.
(C)	<b>This option is correct because the article indicates that the average life expectancy of both men and women will increase by the year 2050.</b>
(D)	This option is incorrect because the article indicates that in 2004 the average life expectancy for men was 75.6 and the average age for woman was 81.7.

Question 18

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from written and print resources.</li> </ul>	
(A)	<b>This option is correct because the article clearly states that the new role of women in society is a contributing factor and has had a significant impact on the birthrate.</b>
(B)	This option is incorrect because the article indicates that reform of the parliamentary system is not a contributing factor in the declining birthrate.
(C)	This option is incorrect because the article does not indicate that monetary incentives are a contributing factor to promote increased births in European countries.
(D)	This option is incorrect because an increase in public services is not a contributing factor in the declining birthrate.

Question 19

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.</li> </ul>	
(A)	This option is incorrect because the article does not mention that families are spending more time together, nor has there been increased attention to the family unit.
(B)	<b>This option is correct because the article underscores the difficulty that women have balancing work with motherhood.</b>
(C)	This option is incorrect because the decline in birthrate is not due to the frequent change in professions by men or women.
(D)	This option is incorrect because it contradicts the information presented in the article. The increased opportunities for women in the workplace have contributed to the decrease in birthrate.

Question 20

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from written and print resources.</li> </ul>	
(A)	This option is incorrect because the article does not mention that changing the retirement age would guarantee that young people will be able to continue to study.
(B)	This option is incorrect because, according to the article, increasing the retirement age does not guarantee that people will be able to spend more money and contribute to the overall well-being of the economy.
(C)	<b>This option is correct because the article clearly states that in order to increase the amount of money available for Social Security benefits, both men and women must work more years and retire later in life.</b>
(D)	This option is incorrect because, according to the article, increasing the retirement age does not guarantee that retired people will receive more money to spend in the future.

Question 21

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from authentic visual resources.</li> </ul>	
(A)	This option is incorrect because the chart does not address the average number of pregnancies in Spain in the last ten years.
(B)	This option is incorrect because this chart does not compare the birthrate in Spain to that of the entire European community.
(C)	This option is incorrect because this chart does not address the annual increase of the population; it refers only to the annual birthrate.
(D)	<b>This option is correct because the chart presents information regarding the birthrate over a period of nine years.</b>

Question 22

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from authentic visual resources.</li> </ul>	
(A)	This option is incorrect because the chart does not report an increase of 12.24% in the overall population.
(B)	This option is incorrect because 10,91 refers to the birthrate in 2010. It is not a percentage and does not address the number of families that had children during that given year.
(C)	<b>This option is correct because, according to the chart, the birthrate increased in 2010.</b>
(D)	This option is incorrect because this information is contradictory; in 2010 there was an increase in births in Spain.

### Question 23

<b>Targeted Learning Objectives:</b> <ul style="list-style-type: none"> <li>• The student demonstrates comprehension of content from written and print resources.</li> <li>• The student uses reference tools, acknowledges sources, and cites them appropriately.</li> </ul>	
(A)	This option is incorrect because this publication would address ecology or the development of a sustainable environment, neither of which is addressed by the article and chart.
(B)	<b>This option is correct because this publication addresses the future of the world's population, the main focus of the article and chart.</b>
(C)	This option is incorrect because the publication presents ideas for redesigning the healthcare system, which is not addressed by the article and chart.
(D)	This option is incorrect because this publication is a manual for people who are eligible for Social Security benefits, which is tangential to the information presented by the article and chart.

### Information for Questions 24 – 30

<b>Course Theme</b>	Contemporary Life / <i>La vida contemporánea</i>
<b>Source</b>	This letter was written by Julio Tejedor, the director of the San Telmo Community Center. It addresses the activities provided by the center by focusing on the center's current offerings and future hopes for expansion. This letter is not an authentic resource (i.e., it was created for the exam).
<b>Focus of Questions</b>	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> <li>• identification of the purpose of the letter</li> <li>• identification of main ideas and supporting details in the letter</li> <li>• identification of the meaning of specific vocabulary in the letter</li> <li>• interpretation of cultural information included in the letter</li> <li>• application of comprehension of the letter to a written interpersonal context</li> </ul>

Question 24

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student understands the purpose of a message and point of view of its author.</li> </ul>	
(A)	<b>This option is correct because the letter clearly states that the center is soliciting the help of the community members with a new project.</b>
(B)	This option is incorrect because the letter does not indicate that the center is looking for new teachers.
(C)	This option is incorrect because the purpose of the letter is not to encourage and support a school initiative.
(D)	This option is incorrect because the letter is not seeking support from the government; it is seeking the help and support of the community.

Question 25

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.</li> </ul>	
(A)	This option is incorrect because the author of the letter is not seeking a new job position.
(B)	<b>This option is correct because the author of the letter clearly states that he is communicating this information on behalf of the Community Center in his role as its director.</b>
(C)	This option is incorrect because the author is not communicating this information as the sponsor of a specific event.
(D)	This option is incorrect because this specific part of the letter does not ask for the collaboration and cooperation of the community.

Question 26

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from written and print resources.</li> </ul>	
(A)	This option is incorrect because the center does not specifically prepare students for one particular job, although it does offer a variety of different courses.
(B)	This option is incorrect because the community center's mission is not to collect funds from members of the community.
(C)	<b>This option is correct because the community center clearly articulates its mission: to provide help to the youth of the community in order to achieve academic success.</b>
(D)	This option is incorrect because the community center's mission is not to provide mental health services to its patrons.

Question 27

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from written and print resources.</li> </ul>	
(A)	This option is incorrect because, to the contrary, there are many more young people participating in the activities and courses that the community center offers.
(B)	This option is incorrect because the letter does not address the poor quality of the building.
(C)	<b>This option is correct because the letter clearly states that the community center currently finds itself in a difficult economic situation.</b>
(D)	This option is incorrect because the letter does not mention that the community center is lacking in qualified professionals.

Question 28

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).</li> </ul>	
(A)	This option is incorrect because the letter does not address the importance of customs and traditions.
(B)	<b>This option is correct because the message of the letter implies the importance of solidarity among the neighborhood and community members.</b>
(C)	This option is incorrect because the letter does not address the value and importance of ethical job performance.
(D)	This option is incorrect because the letter does not address the appreciation of folkloric dance.

Question 29

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.</li> </ul>	
(A)	<b>This option is correct because the director communicates his message by providing examples of the excellent services that the community center offers.</b>
(B)	This option is incorrect because the director does not relate a personal anecdote of a community member.
(C)	This option is incorrect because the director does not provide information regarding the history of the community center.
(D)	This option is incorrect because the director does not provide statistical information to support his message.

### Question 30

Targeted Learning Objectives:	
<ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from authentic written and print resources.</li> <li>The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in informal situations.</li> </ul>	
(A)	This option is incorrect because the community center’s targeted audience is young people.
(B)	<b>This option is correct because the letter focuses on the programs available at the community center that help young people achieve academic success, in this case via an after-school program.</b>
(C)	This option is incorrect because the letter does not solicit funds for the local library.
(D)	This option is incorrect because the letter never refers to dance classes.

### Information for Questions 31 – 40

Course Theme	Science and Technology / <i>La ciencia y la tecnología</i>
Source #1	The written resource is a journalistic text by Olalla Cernuda, published in Spain in 2005. It introduces the topic of marine phosphorescence with descriptions of the phenomena in ancient legend, in nineteenth-century fiction, and in recent scientific reporting. The text then focuses on the most prominent theory explaining the phenomena, which is still somewhat of a mystery.
Source #2	The audio resource is an interview that took place during a symposium on bioluminescence in Vieques, Puerto Rico. The interviewer speaks with two senators, the coordinator of the symposium, and the director of the University of Puerto Rico’s Sea Grant College Program. The audio lasts for approximately three minutes and is played twice.
Focus of Questions	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> <li>identification of the purpose of the article</li> <li>identification of main points and supporting details of the article and the audio report</li> <li>identification of the meaning in context of an idiomatic phrase used in the article</li> <li>critical reading of the article</li> <li>critical listening of the audio report</li> <li>comparison of information presented and sources cited in both the article and the audio report</li> </ul>



Question 31

<b>Targeted Learning Objectives:</b> <ul style="list-style-type: none"> <li>• The student understands the purpose of a message and point of view of its author.</li> <li>• The student demonstrates critical reading of written and print resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because the written resource clearly states in the conclusion that the theory described is unproven, and that researchers have been unable to give an exact answer to resolve the mystery.
(B)	<b>This option is correct because the written resource informs the reader about the hypothesis of a bacterial origin of the phenomenon, describes the theory, states its prominence, gives supporting evidence for the theory and details about its proponents.</b>
(C)	This option is incorrect because this piece of information is a supporting detail, not the author's main purpose in writing the article.
(D)	This option is incorrect because the written resource focuses more generally on the history of the phenomenon and a theory of its cause, rather than detailing the underwater organisms.

Question 32

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>• The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.</li> </ul>	
(A)	<b>This option is correct because the expression "... <i>allí donde llega la vista</i>" means "as far as the eye can see," indicating a very large area.</b>
(B)	This option is incorrect because the expression "... <i>allí donde llega la vista</i> " does not indicate damage to sight.
(C)	This option is incorrect because the expression "... <i>allí donde llega la vista</i> " does not indicate that the seas will someday stop shining.
(D)	This option is incorrect because the expression "... <i>allí donde llega la vista</i> " does not indicate intermittence.

### Question 33

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates critical reading of written and print resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because the paragraph about Jules Verne's book makes no reference to the geographical distribution or size of the phenomenon.
(B)	<b>This option is correct because the author makes specific reference to the publication of Verne's book in 1869. This follows the introductory mention of the centuries-old fables, reinforcing the idea of the age of the phenomena.</b>
(C)	This option is incorrect because the reference to the book includes a description of the phenomenon but no reference to a theory about its cause.
(D)	This option is incorrect because the reference to Verne is an example of an early fictional description of the same phenomenon, not a different one.

### Question 34

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates knowledge and understanding of content across disciplines.</li> </ul>	
(A)	This option is incorrect because the article makes no mention of water temperature.
(B)	This option is incorrect because the article makes no mention of the water clarity.
(C)	This option is incorrect because the article mentions that the bacteria theorized to produce the phenomena lives in association with algae, not in areas with very little algae.
(D)	<b>This option is correct because the text underscores the vast number of bacteria needed to produce a shine visible in the satellite photos.</b>

### Question 35

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates critical listening of audio resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because the participants mention the economic benefits and recreational opportunities provided by the bay, not problems it creates.
(B)	This option is incorrect because, although the participants underscore the value of the bay, there is no discussion of pollution being a priority.
(C)	<b>This option is correct because the participants discuss the importance of the bay and ways to protect it, which require educating the public.</b>
(D)	This option is incorrect because the audio resource clearly mentions that there is more than one bioluminescent bay and that Sea Grant is committed to protecting all the resources and natural marine attractions, not just the bay on Vieques Island.

Question 36

<b>Targeted Learning Objectives:</b> <ul style="list-style-type: none"> <li>• The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.</li> <li>• The student demonstrates critical listening of audio resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because Márquez does not mention international publicity or media coverage.
(B)	This option is incorrect because Márquez does not mention how the symposium was funded.
(C)	This option is incorrect because Márquez does not mention participation of the local population in organizing the symposium.
(D)	<b>This option is correct because, when describing the symposium's success, Márquez mentions the participation of the natural and social sciences, as well as elected and appointed government figures.</b>

Question 37

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>• The student demonstrates knowledge and understanding of content across disciplines.</li> </ul>	
(A)	This option is incorrect because Santiago does not mention reforestation.
(B)	This option is incorrect because Santiago does not mention the creation of an observatory.
(C)	<b>This option is correct because Santiago discusses a measure to protect the bay through planning, zoning, and specification of land use in the areas surrounding the bay.</b>
(D)	This option is incorrect because Santiago does not mention funding sources for the study of bioluminescence.

Question 38

<b>Targeted Learning Objectives:</b> <ul style="list-style-type: none"> <li>• The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.</li> <li>• The student demonstrates critical listening of audio resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because in the audio resource, Chaparro does not mention the distance at which the phenomenon is visible.
(B)	This option is incorrect because the interview does not indicate that the intensity of the bay's glow is related to the stars.
(C)	<b>This option is correct because Chaparro emphasizes through the use of the word "star" as a metaphor that the bay in Vieques is both outstanding and very special, and therefore deserving of special attention and protection.</b>
(D)	This option is incorrect because the audio resource does not refer to the shape of the bay.

Question 39

<b>Targeted Learning Objectives:</b> <ul style="list-style-type: none"> <li>• The student demonstrates comprehension of content from authentic audio resources.</li> <li>• The student demonstrates comprehension of content from written and print resources.</li> </ul>	
(A)	This option is incorrect because only the written resource refers to photographs.
(B)	This option is incorrect because only the audio resource refers to economic benefits.
(C)	<b>This option is correct because the written resource includes references to literature and marine biology, and the audio resources mentions both social and natural sciences.</b>
(D)	This option is incorrect because only the audio resource mentions laws to protect the phenomena.

Question 40

<b>Targeted Learning Objectives:</b> <ul style="list-style-type: none"> <li>• The student demonstrates comprehension of content from authentic audio resources.</li> <li>• The student demonstrates comprehension of content from written and print resources.</li> <li>• The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic written and print resources.</li> <li>• The student demonstrates critical reading of written and print resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because the print resource makes no reference to the symposium.
(B)	This option is incorrect because the audio resource does not refer to the same phenomenon as the written resource.
(C)	This option is incorrect because the audio resource makes no mention of the theory presented in the written resource.
(D)	<b>This option is correct because the title of the written resource refers to the phenomenon as a mystery, and the concluding paragraph indicates that the theory presented has not been proved. However, the audio resource makes no reference to any doubt or controversy regarding the origin of bioluminescence.</b>

### Information for Questions 41 – 47

<b>Course Theme</b>	Families and Communities / <i>Las familias y las comunidades</i>
<b>Source #1</b>	This is a table published in Mexico by the National Institute of Youth. It indicates the reasons why students of different ages decided to drop out of school. The information, collected through interviews conducted in 2005, was published in 2006.
<b>Source #2</b>	This is a conversation between Tomás and Francisca, who are neighbors in Puerto Montt, Chile. They discuss their university studies. The audio lasts for approximately two minutes and forty seconds, and it is played twice. This conversation is not an authentic source (i.e., it was created for the exam).
<b>Focus of Questions</b>	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> <li>• interpretation of data in the table</li> <li>• identification of the meaning in context of specific vocabulary in the table and in the conversation</li> <li>• identification of main points made in the conversation</li> <li>• interpretation of cultural information referred to in the conversation</li> <li>• selection of an appropriate reply from one of the speakers that would continue the conversation</li> </ul>

#### Question 41

<b>Targeted Learning Objectives:</b> <ul style="list-style-type: none"> <li>• The student demonstrates comprehension of content from authentic visual resources.</li> <li>• The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).</li> </ul>	
(A)	This option is incorrect because less than one percent of students in this age group mention illness as a reason for dropping out.
(B)	This option is incorrect because economic need is mentioned by only 10.3 percent of students in this age range.
(C)	<b>This option is correct because 57.5 percent of students between twelve and fourteen cite indifference as a reason for dropping out.</b>
(D)	This option is incorrect because 27.1 percent of the students mentioned that the decision was one made by their parents.

Question 42

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.</li> </ul>	
(A)	This option is incorrect because family obligations are a factor for less than one percent of students.
(B)	This option is incorrect because neither family obligations nor economic need account for the 6.0 percent mentioned in the question stem.
(C)	<b>This option is correct because the reason mentioned by 6.0 percent of students — the distance from school — means that they must travel a long way.</b>
(D)	This option is incorrect because the figure cited for students who change their residence is 2.2 percent.

Question 43

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates critical viewing of visual resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because less than three percent of students in this age group mention distance from school as a factor in their decision to drop out (2.9 percent).
(B)	This option is incorrect because additional schools would not help the large number of students with economic need.
(C)	<b>This option is correct because financial aid would help the large number of students (44.7 percent) who indicate that economic need is the reason they dropped out.</b>
(D)	This option is incorrect because health issues account for few students' (0.8 percent) decision to drop out.

Question 44

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates critical listening of audio resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because neither Francisca nor Tomás say they are from Santiago, and both refer to Puerto Montt as home.
(B)	<b>This option is correct because both students mention their good grades on the admissions exam.</b>
(C)	This option is incorrect because Francisca mentions she wants to study criminal law.
(D)	This option is incorrect because Tomás says he dreams of being a pharmacist.

Question 45

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.</li> </ul>	
(A)	This option is incorrect because Tomás uses the expression after Francisca reacts to the news of his mother's illness, not when talking about his living arrangements in Santiago.
(B)	<b>This option is correct because Tomás uses this expression to underscore the importance of making the best of a difficult situation when talking about his mother's illness.</b>
(C)	This option is incorrect because this is not the context in which Tomás uses the expression. Also, his brother's decision to work rather than to study is a question of preference, not an unfortunate situation.
(D)	This option is incorrect because the " <i>mal tiempo</i> " here does not refer to the weather, but rather to a difficult life situation.

Question 46

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political.)</li> </ul>	
(A)	This option is incorrect because Tomás mentions the limited number of spaces for students at the university this year.
(B)	This option is incorrect because Tomás mentions that his family could not pay for the fees, and that he was able to study only because of the high grades he achieved on the admissions exam.
(C)	<b>This option is correct because both Francisca and Tomás mention their high grades on the admissions exam and their importance for admission.</b>
(D)	This option is incorrect because both Francisca and Tomás were accepted at the university, and Francisca mentions that Santiago is far away, and she will have to move to study there.

Question 47

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.</li> </ul>	
(A)	This option is incorrect because Tomás has told Francisca that he hopes to return to Santiago to finish his studies in a couple of years; he has not yet graduated.
(B)	<b>This option is correct because the question about the scholarship follows Tomás's comments about his family's inability to pay for studies and his good grades on the admissions exam.</b>
(C)	This option is incorrect because the conversation makes no reference to Tomás's knowledge of or experience with the Mexican educational system.
(D)	This option is incorrect because the Tomás's reference to money is a family context, not related to the global economy.

## Information for Questions 48 – 52

<b>Course Theme</b>	Global Challenges / <i>Los desafíos mundiales</i>
<b>Source</b>	In this United Nations Radio report, a journalist interviews Tatiana Villegas, a specialist from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), about that organization's efforts at protecting the many underwater treasures in Latin America and the Caribbean, addressing the issue of ownership of recovered artifacts. The audio lasts approximately three minutes and is played twice.
<b>Focus of Questions</b>	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> <li>• identification of the purpose of the interview</li> <li>• identification of the main idea and details of the interview</li> <li>• understanding of the content in the cultural context of shipwrecks in Latin America and the Caribbean, and of the cultural institution of the UNESCO</li> <li>• selection of an appropriate follow-up question to ask the journalist</li> </ul>

### Question 48

<b>Targeted Learning Objectives:</b> <ul style="list-style-type: none"> <li>• The student understands the purpose of a message and point of view of its author.</li> <li>• The student demonstrates critical listening of audio resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because the interviewee does not address the location of valuable treasure.
(B)	This option is incorrect because the interview does not mention specific recent discoveries.
(C)	<b>This option is correct because the interviewee describes how well-preserved these artifacts are and their potential for providing information.</b>
(D)	This option is incorrect because the interview does not refer to marine life.



Question 49

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from authentic audio resources.</li> </ul>	
(A)	This option is incorrect because the definition does not depend upon the date of discovery.
(B)	This option is incorrect because the definition does not depend upon who excavates the treasure.
(C)	This option is incorrect because the definition does not depend on market value of the objects.
(D)	<b>This option is correct because the definition hinges on the amount of time the object has been under water.</b>

Question 50

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates critical listening of audio resources in the target cultural context.</li> </ul>	
(A)	<b>This option is correct because the interviewee states that the conditions underwater allow for the preservation of organic materials such as textiles.</b>
(B)	This option is incorrect because underwater artifacts are not the only ones allowing for reconstruction of the past.
(C)	This option is incorrect because the interviewee states that the UNESCO convention prohibits commercial exploitation of the artifacts.
(D)	This option is incorrect because the types of objects described – textiles, organic materials – can also be found on land.

Question 51

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from authentic audio resources.</li> </ul>	
(A)	This option is incorrect because the interviewee emphasizes that the items are part of the world heritage.
(B)	<b>This option is correct because according to the UNESCO convention, these items belong to all humanity.</b>
(C)	This option is incorrect because the artifacts do not belong to the sponsor of the search.
(D)	This option is incorrect because the items do not ultimately belong to the individual who discovers them.

## Question 52

### Targeted Learning Objectives:

- The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in formal situations.
- The student demonstrates comprehension of content from authentic audio resources.
- The student demonstrates critical listening of audio resources in the target cultural context.

(A)	This option is incorrect because the interviewee has previously stated that there are many shipwrecks in Latin America and the Caribbean.
(B)	This option is incorrect because the interviewee has previously stated that the conditions underwater allow for a better preservation of organic materials.
(C)	This option is incorrect because the interview has already made clear that these types of regulations do exist.
(D)	<b>This option is correct because the end of the interview deals with the countries that belong to the convention.</b>

## Information for Questions 53 – 57

Course Theme	Science and technology / <i>La ciencia y la tecnología</i>
Source	This recording, published on the Spanish website Protocolo.org, explains the norms and gives advice for appropriate and effective e-mail correspondence. The selection describes what elements an e-mail should include, gives advice on making e-mail communication effective, clear, and concise, makes recommendations about how to send the e-mail, and mentions some aspects to avoid. The audio lasts approximately three minutes and is played twice.
Focus of Questions	The following aspects of Interpretive Communication are assessed in this task: <ul style="list-style-type: none"> <li>• identification of the purpose of the presentation</li> <li>• identification of the main ideas and supporting details in the audio report</li> <li>• identification of the point of view of the presenter regarding the importance of appropriate, clear e-mail correspondence</li> <li>• identification of the distinguishing feature of the audio report</li> </ul>

Question 53

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student understands the purpose of a message and point of view of its author.</li> </ul>	
(A)	This option is incorrect because the selection does not specifically address promotional e-mails.
(B)	This option is incorrect because the selection does not give instructions on how to attach documents. The reference to avoiding unnecessary attachments is a supporting detail.
(C)	<b>This option is correct because the selection gives a variety of tips for making e-mail effective and efficient.</b>
(D)	This option is incorrect because the selection's purpose is not to give advice about titling e-mails appropriately.

Question 54

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from authentic audio resources.</li> </ul>	
(A)	This option is incorrect because the presenter does not mention the loss of important documents.
(B)	<b>This option is correct because the presenter mentions that excessive attachments generate traffic on the network.</b>
(C)	This option is incorrect because the presenter does not address Internet safety.
(D)	This option is incorrect because the presenter does not warn of the possibility of spreading a computer virus.

Question 55

Targeted Learning Objective:	
<ul style="list-style-type: none"> <li>The student demonstrates comprehension of content from authentic audio resources.</li> </ul>	
(A)	This option is incorrect because the presenter states that an e-mail requires the same care as any other type of communication.
(B)	This option is incorrect because the presenter advises the listener to communicate only what has been asked.
(C)	<b>This option is correct because the presenter underscores the importance of clarity and correctness.</b>
(D)	This option is incorrect because the presenter does not recommend a ceremonious style.

Question 56

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio resources.</li> </ul>	
(A)	This option is incorrect because the presenter does not include information to suggest that e-mail requires more attention to detail than does letter writing.
(B)	<b>This option is correct because the presenter includes detailed recommendations on limiting responses to the theme at hand in one's response.</b>
(C)	This option is incorrect because the presenter specifies situations in which it is a good idea to include the previous message below the response.
(D)	This option is incorrect because the presenter does not compare the effectiveness of e-mail to that of traditional letters.

Question 57

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student identifies the distinguishing features (e.g., type of resource, intended audience, purpose) of authentic audio resources.</li> </ul>	
(A)	This option is incorrect because the presenter does not include figures to support her ideas.
(B)	This option is incorrect because the presenter gives detailed advice on a large variety of aspects of e-mail communication.
(C)	This option is incorrect because the presenter does not cite expert opinions.
(D)	<b>This option is correct because the presenter enumerates her advice in the form of a list.</b>

## Information for Questions 58 – 65

<b>Course Theme</b>	Contemporary Life / <i>La vida contemporánea</i>
<b>Source</b>	<p>This presentation to promote tourism to Peru, published by PromPerú, points out the capital city's attractions. The narrator and two residents describe Lima's Plaza Mayor with its several government buildings and churches of historical interest, along with a business district nearby. The presentation highlights the city's varied cuisine, which reflects a fusion of flavors and attracts visitors to the city. The audio lasts approximately three minutes and is played twice.</p>
<b>Focus of Questions</b>	<p>The following aspects of Interpretive Communication are assessed in this task:</p> <ul style="list-style-type: none"> <li>• identification of the purpose of the presentation</li> <li>• identification of the main idea and supporting details in the presentation</li> <li>• identification of the meaning of specific vocabulary and idiomatic expressions in the presentation</li> <li>• identification of cultural information in the presentation</li> <li>• demonstration of critical listening, including making inferences about the city's business district</li> </ul>

### Question 58

<b>Targeted Learning Objective:</b>	
<ul style="list-style-type: none"> <li>• The student understands the purpose of a message and point of view of its author.</li> </ul>	
(A)	This option is incorrect because the brief mention of architecture is a supporting detail and is not indicative of the purpose of the presentation.
(B)	<b>This option is correct because, in addition to describing attractive aspects of the city, the narrator addresses the audience directly, encouraging listeners to allow themselves to be captivated by Lima.</b>
(C)	This option is incorrect because the references to food serve to support the main purpose, which is to attract tourists to Lima.
(D)	This option is incorrect because the presentation does not mention Latin American crafts.

Question 59

<b>Targeted Learning Objectives:</b> <ul style="list-style-type: none"> <li>• The student demonstrates comprehension of content from authentic audio resources.</li> <li>• The student demonstrates knowledge and understanding of content across disciplines.</li> </ul>	
(A)	This option is incorrect because the presentation does not mention an open-air market.
(B)	This option is incorrect because the presentation does not mention a school of culinary arts.
(C)	This option is incorrect because the simple mention of commercial areas near the Plaza does not merit the conclusion that new businesses are attracted to the area by the Plaza.
(D)	<b>This option is correct because when describing the Plaza, the presentation mentions the archbishop's palace and churches, government palaces, historical monuments, and the traditional changing of the guard.</b>

Question 60

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>• The student demonstrates an understanding of features of target culture communities (e.g., geographic, historical, artistic, social, and/or political).</li> </ul>	
(A)	This option is incorrect because the presentation does not mention the Palace's priests.
(B)	This option is incorrect because the presentation does not associate the Húsares de Junín with the catacombs of Lima.
(C)	<b>This option is correct because the presentation mentions that the Húsares de Junín participate in the changing of the guard that takes place at the Palace.</b>
(D)	This option is incorrect because the presentation does not associate the Húsares de Junín with food.

Question 61

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates critical listening of audio resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because the presentation does not make any reference to renovations.
(B)	<b>This option is correct because the presentation mentions the proximity of the commercial zone to the Plaza Mayor with its government buildings and restaurants. In addition, the presentation mentions Lima's excellent infrastructure for investors.</b>
(C)	This option is incorrect because the presentation states that the commercial area is just a few minutes away from the historical buildings, monuments, and restaurants tourists like to visit.
(D)	This option is incorrect because the presentation highlights the business opportunities and infrastructure in the commercial district, not its age.

Question 62

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates understanding of a variety of vocabulary, including idiomatic and culturally authentic expressions.</li> </ul>	
(A)	This option is incorrect because the expression does not refer to maintaining urban customs.
(B)	<b>This option is correct because the expression refers to the combination of elements to form something new.</b>
(C)	This option is incorrect because the presentation makes no mention of Inca dances.
(D)	This option is incorrect because the expression does not refer to a specific utensil used in Peruvian cuisine.

Question 63

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student demonstrates critical listening of audio resources in the target cultural context.</li> </ul>	
(A)	This option is incorrect because the narrator does not associate a visit to Lima with greater political awareness.
(B)	<b>This option is correct because the narrator states in the conclusion that Peru remains in the visitor's heart, indicating a lasting passion.</b>
(C)	This option is incorrect because the narrator does not mention that walking in Lima causes fatigue.
(D)	This option is incorrect because the narrator does not mention the visitor's future investment in cultural resources.

Question 64

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student expounds on familiar topics and those requiring research.</li> </ul>	
(A)	This option is incorrect because the presentation does not focus exclusively on the colonial past of the city.
(B)	This option is incorrect because the presentation does not mention the climate of the city.
(C)	<b>This option is correct because the presentation highlights historical monuments and traditions, contemporary cuisine, and business opportunities of the city, representing the past, the present, and the future of the city.</b>
(D)	This option is incorrect because the narration does not focus specifically on nightlife in the city.

Question 65

<b>Targeted Learning Objective:</b> <ul style="list-style-type: none"> <li>The student uses reference tools, acknowledges sources, and cites them appropriately.</li> </ul>	
(A)	This option is incorrect because Pedro does not mention Pizarro's conquest of Peru.
(B)	This option is incorrect because Pedro does not mention mysticism in Peru.
(C)	This option is incorrect because Pedro does not mention Peruvian architecture.
(D)	<b>This option is correct because Pedro mentions Lima's excellent food.</b>



## Answers to Multiple-Choice Questions

1 – D	18 – A	35 – C	52 – D
2 – B	19 – B	36 – D	53 – C
3 – D	20 – C	37 – C	54 – B
4 – D	21 – D	38 – C	55 – C
5 – A	22 – C	39 – C	56 – B
6 – A	23 – B	40 – D	57 – D
7 – A	24 – A	41 – C	58 – B
8 – C	25 – B	42 – C	59 – D
9 – B	26 – C	43 – C	60 – C
10 – D	27 – C	44 – B	61 – B
11 – D	28 – B	45 – B	62 – B
12 – C	29 – A	46 – C	63 – B
13 – C	30 – B	47 – B	64 – C
14 – D	31 – B	48 – C	65 – D
15 – A	32 – A	49 – D	
16 – C	33 – B	50 – A	
17 – C	34 – D	51 – B	

## Free-Response Section

Section II of the AP Spanish Language and Culture Exam, the free-response section, assesses proficiency in the Interpersonal and Presentational modes of communication. Students are asked to produce written and spoken responses in which they state and support their ideas and opinions on a variety of topics in a manner appropriate for a specific audience and situation. They also demonstrate understanding of information in print and audio source materials as well as of cultural features of the Spanish-speaking world.

Students demonstrate their ability to write in the Interpersonal mode by reading and replying to an e-mail message. Then, using the Presentational mode, they write a persuasive essay based on three sources that present different viewpoints on a topic. Students read an article, study a table or graphic, and listen to a related audio twice. Then they write an essay in response to a prompt using the information from all three sources to present and defend their own viewpoint. Students have access to the print sources and any notes they may take on the audio during the entire writing period.

The ability to speak in the Interpersonal mode is assessed by asking students to respond to questions as part of a simulated conversation. Students are provided a preview of the conversation, including an outline of each exchange. Finally, in the Presentational mode, students are asked to plan and produce a 2-minute presentation in response to a prompt on a cultural topic. In their presentation, students compare cultural features of their own community to those found in an area of the Spanish-speaking world with which they are familiar. Students are encouraged to cite examples from materials they've read, viewed, and listened to as well as from personal experiences and observations.

In total, the free-response section contains four tasks, lasts approximately 85 minutes, and accounts for 50 percent of the student's overall AP Exam score.

The notes for each free-response task include a description of the task and any source material(s), and a listing of the targeted learning objectives from the Curriculum Framework. Scoring Guidelines are provided for each free-response task and a description of the characteristics of strong, good, and fair responses.

## Information for Interpersonal Writing: E-mail Reply

<b>Course Theme</b>	Contemporary Life / <i>La vida contemporánea</i>
<b>Description of Task</b>	The student reads an e-mail message and writes a reply using a formal register. In the reply, the student includes an appropriate greeting and closing and answers all questions and requests in the message. The student should also ask for more details concerning the situation or topic addressed in the message.
<b>Timing</b>	The student has 15 minutes to read the message and write the reply. The student has access to the message during the entire 15 minutes.
<b>Source</b>	This is an e-mail message from the director of the <i>Museo de la Cultural Popular</i> , Manuela Ibáñez, to a volunteer who will travel to Mexico during the summer to work at the museum. In the letter, Ms. Ibáñez gives background information regarding the need for volunteers at the museum and asks two specific questions: (1) for which area of the museum would the student would like to volunteer and why, and (2) what pertinent information should she know so that she may find an appropriate host family for the volunteer during his or her time in Mexico. She finishes the letter by encouraging the student volunteer to ask for additional information as needed.
<b>Targeted Learning Objectives</b>	<ul style="list-style-type: none"> <li>• The student engages in the written exchange of information, opinions, and ideas in a variety of time frames in formal situations.</li> <li>• The student writes formal correspondence in a variety of media using appropriate formats and conventions.</li> <li>• The student elicits information and clarifies meaning by using a variety of strategies.</li> <li>• The student initiates and sustains interaction during written interpersonal communication in a variety of media.</li> <li>• The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.</li> </ul>

<p><b>Characteristics of a STRONG Response (5)</b></p>	<p>A strong response begins with a greeting and then expresses gratitude for the information and appreciation for the opportunity to volunteer. The student describes specific personal experiences and interests relevant to the volunteer job at the <i>Museo de Cultura Popular</i> and explicitly links them to a clearly expressed preference to work in a particular area in the museum. The response describes and elaborates on some personal details (such as pet allergies, dietary restrictions, a desire to interact with children) that would help the program find an appropriate host family. The response also includes requests for additional information about several topics mentioned in the original message, such as the museum itself (e.g., needs, exhibits, programs, activities), the volunteer work (e.g., dates of arrival and departure, volunteer schedule, days off, other volunteer staff), and/or living arrangements (e.g., transportation to the museum, single or shared room, meals to be served by host family, access to kitchen). The message ends with expressions of thanks and anticipation, an appropriate closing, and the student's name.</p> <p>Vocabulary and syntax show variety, accuracy, and appropriateness with few errors that do not affect comprehensibility. The student uses a register that is appropriate for a written reply to a cultural institution, using appropriate vocabulary, expressions, and formal address (<i>Usted</i>), although there may be occasional errors in register. The response includes appropriate greetings and closings, such as <i>Estimada directora</i>, <i>Atentamente</i>, or <i>Sinceramente</i>, etc., and the student's name.</p>
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<p><b>Characteristics of a GOOD Response (4)</b></p>	<p>A good response includes a greeting and an expression of thanks for the message. The student describes interests and experiences with some elaboration and communicates a preference for working in a particular area of the museum, perhaps providing a reason for that preference. The student gives some personal information relevant to selection of a host family, providing some elaboration to ensure an appropriate placement. The response includes a couple of questions about the volunteer job, the museum itself, and/or the host family experience. The student expresses thanks and includes an appropriate closing and name.</p> <p>The response is fully understandable, includes generally appropriate vocabulary and shows general control of grammar, syntax, and usage. There are some errors which do not affect comprehensibility. Although the register is generally formal, there may be some occasional shifts. The greeting and closing are appropriate to formal correspondence in Spanish.</p>
<p><b>Characteristics of a FAIR Response (3)</b></p>	<p>The letter includes a greeting and a brief introductory expression of thanks for the e-mail with little elaboration. The response provides a description of experiences and interests using appropriate but basic vocabulary and idiomatic usage (<i>puedo ...</i>, <i>trabajo ...</i>, <i>me gusta ...</i>) and expresses a preference for a particular area of volunteer work at the museum. The response includes some relevant personal information to help make a placement with an appropriate host family and includes one or two basic questions about the museum, the volunteer experience, and/or the host family experience.</p> <p>The response shows some control of grammar, syntax, and usage, but there are errors which may interfere with comprehensibility. There are several shifts in register with inconsistent use of formal and informal address (<i>Usted</i> vs. <i>tú</i>), and greeting and closing may lack appropriateness (<i>Hola</i>, <i>Querida Sra. Ibáñez</i>, <i>Adiós</i>, <i>Ciao</i>, <i>Tu amiga</i>, etc.)</p>

## Scoring Guidelines for Interpersonal Writing: E-mail Reply

<p><b>5: STRONG performance in Interpersonal Writing</b></p>	<ul style="list-style-type: none"> <li>• Maintains the exchange with a response that is clearly appropriate within the context of the task</li> <li>• Provides required information (e.g., responses to questions, request for details) with frequent elaboration</li> <li>• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> <li>• Varied and appropriate vocabulary and idiomatic language</li> <li>• Accuracy and variety in grammar, syntax, and usage, with few errors</li> <li>• Mostly consistent use of register appropriate for the situation; control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing), despite occasional errors</li> <li>• Variety of simple and compound sentences, and some complex sentences</li> </ul>
<p><b>4: GOOD performance in Interpersonal Writing</b></p>	<ul style="list-style-type: none"> <li>• Maintains the exchange with a response that is generally appropriate within the context of the task</li> <li>• Provides required information (e.g., responses to questions, request for details) with some elaboration</li> <li>• Fully understandable, with some errors which do not impede comprehensibility</li> <li>• Varied and generally appropriate vocabulary and idiomatic language</li> <li>• General control of grammar, syntax, and usage</li> <li>• Generally consistent use of register appropriate for the situation, except for occasional shifts; basic control of cultural conventions appropriate for formal correspondence (e.g., greeting, closing)</li> <li>• Simple, compound and a few complex sentences</li> </ul>
<p><b>3: FAIR performance in Interpersonal Writing</b></p>	<ul style="list-style-type: none"> <li>• Maintains the exchange with a response that is somewhat appropriate but basic within the context of the task</li> <li>• Provides required information (e.g., responses to questions, request for details)</li> <li>• Generally understandable, with errors that may impede comprehensibility</li> <li>• Appropriate but basic vocabulary and idiomatic language</li> <li>• Some control of grammar, syntax, and usage</li> <li>• Use of register may be inappropriate for the situation with several shifts; partial control of conventions for formal correspondence (e.g., greeting, closing) although these may lack cultural appropriateness</li> <li>• Simple and a few compound sentences</li> </ul>

<p><b>2: WEAK performance in Interpersonal Writing</b></p>	<ul style="list-style-type: none"> <li>• Partially maintains the exchange with a response that is minimally appropriate within the context of the task</li> <li>• Provides some required information (e.g., responses to questions, request for details)</li> <li>• Partially understandable, with errors that force interpretation and cause confusion for the reader</li> <li>• Limited vocabulary and idiomatic language</li> <li>• Limited control of grammar, syntax, and usage</li> <li>• Use of register is generally inappropriate for the situation; includes some conventions for formal correspondence (e.g., greeting, closing) with inaccuracies</li> <li>• Simple sentences and phrases</li> </ul>
<p><b>1: POOR performance in Interpersonal Writing</b></p>	<ul style="list-style-type: none"> <li>• Unsuccessfully attempts to maintain the exchange by providing a response that is inappropriate within the context of the task</li> <li>• Provides little required information (e.g., responses to questions, request for details)</li> <li>• Barely understandable, with frequent or significant errors that impede comprehensibility</li> <li>• Very few vocabulary resources</li> <li>• Little or no control of grammar, syntax, and usage</li> <li>• Minimal or no attention to register; includes significantly inaccurate or no conventions for formal correspondence (e.g., greeting, closing)</li> <li>• Very simple sentences or fragments</li> </ul>
<p><b>0: UNACCEPTABLE performance in Interpersonal Writing</b></p>	<ul style="list-style-type: none"> <li>• Mere restatement of language from the stimulus</li> <li>• Completely irrelevant to the stimulus</li> <li>• “I don’t know,” “I don’t understand,” or equivalent in any language</li> <li>• Not in the language of the exam</li> <li>• - (hyphen): BLANK (no response)</li> </ul>

## Information for Presentational Writing: Persuasive Essay

<b>Course Theme</b>	Families and Communities / <i>Las familias y las comunidades</i>
<b>Description of Task</b>	The student writes a persuasive essay for a Spanish-language writing contest on the topic of celebrating one's 15 <sup>th</sup> birthday. In the essay, the student presents the sources' different viewpoints on the topic and then states and supports his or her own viewpoint.
<b>Timing</b>	The student has six minutes to read Source #1 and Source #2 (printed material). Source #3 (audio material) is then played twice; the audio is approximately three minutes long. After the second playing of the audio, the student has 40 minutes to prepare and write the essay. The student has access to the printed material and any notes taken on the audio during the entire period.
<b>Source #1</b>	This article is titled "Celebrar la fiesta de los quince años" and explains the cultural celebration and traditions associated with the fifteenth birthday celebration for young girls in the Spanish-speaking world. The original article appeared in Spain in October 2003 on the website Protocolo.org.
<b>Source #2</b>	This graph is titled "¿Qué elegiría si pudiera volver a celebrar los quince?" and was published on the BBC Mundo website on August 31, 2006. It surveys young women who have already had an opportunity to celebrate this special event and asks them what they would now choose as a gift for this special life event.
<b>Source #3</b>	This source is a recording by BBC Mundo. It is an interview published on August 31, 2006, on the topic of "Mis quince años – ¿una fiesta de moda?" and offers differing viewpoints on the role of the quinceañera celebration in today's world, especially in light of the financial crisis. This source provides an opposing view to that of the article and provides ways in which tradition can be adapted to meet the needs of the modern world.
<b>Targeted Learning Objectives</b>	<ul style="list-style-type: none"> <li>• The student plans and produces written presentational communications.</li> <li>• The student produces persuasive essays.</li> <li>• The student demonstrates comprehension of content from authentic written and print resources.</li> <li>• The student demonstrates comprehension of content from authentic visual resources.</li> <li>• The student demonstrates comprehension of content from authentic audio resources.</li> <li>• The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).</li> <li>• The student uses reference tools, acknowledges sources, and cites them appropriately.</li> </ul>



<p><b>Characteristics of a STRONG Response (5)</b></p>	<p>A strong performance demonstrates effective treatment of the topic within the context of the task. The student organizes the response into clear paragraphs with effective transitions and evidence of cohesive devices: <i>a pesar de que, con respeto a, sin embargo, para que, para confirmar</i>. A strong response integrates content from all three sources, providing information that supports the essay topic.</p> <p>The student also demonstrates a high degree of comprehension of the sources with few inaccuracies. The student includes specific and relevant comments that support his or her opinion and develops a cohesive, persuasive argument. Using the second source as an example, a student may use the data from the table to offer an opposing point of view from the audio selection, where Juliana Montoya reinforces the importance of traditions, customs, and the significance of the rite of passage from child to young adult, referencing the survey and focusing on the fact that 59.21% of the respondents would select a trip in place of the celebration. A strong response may likely use the first source as an anchor for the essay topic, since it provides an overview of the celebration.</p> <p>At this level, the student will use complex sentence structure and a variety of simple and compound sentences to present his or her persuasive argument. The essay is fully understandable, with ease and clarity of expression, and errors do not impede comprehension. The student's use of writing conventions (paragraphing, punctuation, spelling, and accents) is fully understandable, and there is ease and clarity of expression. At this level, the student uses a variety of grammatical structures with accuracy and few errors. The use of vocabulary and idiomatic expression is varied and is appropriate to the situation.</p>
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<p><b>Characteristics of a GOOD Response (4)</b></p>	<p>A good performance generally demonstrates effective treatment of the topic within the context of the essay. The student organizes the response into paragraphs with some effective use of transition words or cohesive devices that connect the ideas. The student summarizes, with limited integration, information from the three sources in support of the topic.</p> <p>The student demonstrates comprehension of the sources' viewpoints; however, the essay may reflect some inaccuracies. The student does present and defend his or her own viewpoint with clarity and develops a coherent, persuasive argument. The student may not make reference to the differences between the audio source and the data table, yet integrate all of the sources in the persuasive argument.</p> <p>At this level, the student generally has control of grammar and syntax, including a variety of structures with few errors. The student's use of writing conventions are fully understandable, although there are some errors; however, they do not impede comprehension of the topic and persuasive argument. The student includes varied and generally appropriate vocabulary and idiomatic language for the situation.</p>
<p><b>Characteristics of a FAIR Response (3)</b></p>	<p>A fair performance demonstrates suitable treatment of the topic within the context of the task. The student also demonstrates a moderate degree of comprehension of the sources' viewpoints, including some inaccurate information. The essay may not be well organized; nevertheless, examples are cited, and although they may be very general in nature, these support the topic and the students' point of view.</p> <p>A fair response may integrate the sources without clearly describing their relevance to the topic, and the comments may be somewhat superficial. As an example, the student may simply summarize the main ideas presented in the sources without connecting them to the persuasive argument. The student may, for example, misinterpret the information in the audio source and reference it incorrectly, misinterpreting the questions and the advice provided by Juliana Montoya.</p> <p>At this level, the essay is generally understandable; however, errors in the student's use of writing conventions may occasionally impede comprehension. There is evidence of some organization; however, the use of transitional elements or cohesive devices is limited. There is some control of grammar and syntax, and the student primarily uses strings of mostly simple sentences, with a few compound sentences to convey the persuasive argument. The use of vocabulary is appropriate but basic.</p>

## Scoring Guidelines for Presentational Writing: Persuasive Essay

<p><b>5: STRONG performance in Presentational Writing</b></p>	<ul style="list-style-type: none"> <li>• Effective treatment of topic within the context of the task</li> <li>• Demonstrates a high degree of comprehension of the sources' viewpoints, with very few minor inaccuracies</li> <li>• Integrates content from all three sources in support of the essay</li> <li>• Presents and defends the student's own viewpoint on the topic with a high degree of clarity; develops a persuasive argument with coherence and detail</li> <li>• Organized essay; effective use of transitional elements or cohesive devices</li> <li>• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> <li>• Varied and appropriate vocabulary and idiomatic language</li> <li>• Accuracy and variety in grammar, syntax, and usage, with few errors</li> <li>• Develops paragraph-length discourse with a variety of simple and compound sentences, and some complex sentences</li> </ul>
<p><b>4: GOOD performance in Presentational Writing</b></p>	<ul style="list-style-type: none"> <li>• Generally effective treatment of topic within the context of the task</li> <li>• Demonstrates comprehension of the sources' viewpoints; may include a few inaccuracies</li> <li>• Summarizes, with limited integration, content from all three sources in support of the essay</li> <li>• Presents and defends the student's own viewpoint on the topic with clarity; develops a persuasive argument with coherence</li> <li>• Organized essay; some effective use of transitional elements or cohesive devices</li> <li>• Fully understandable, with some errors which do not impede comprehensibility</li> <li>• Varied and generally appropriate vocabulary and idiomatic language</li> <li>• General control of grammar, syntax, and usage</li> <li>• Develops mostly paragraph-length discourse with simple, compound and a few complex sentences</li> </ul>

<p><b>3: FAIR performance in Presentational Writing</b></p>	<ul style="list-style-type: none"> <li>• Suitable treatment of topic within the context of the task</li> <li>• Demonstrates a moderate degree of comprehension of the sources' viewpoints; includes some inaccuracies</li> <li>• Summarizes content from at least two sources in support of the essay</li> <li>• Presents and defends the student's own viewpoint on the topic; develops a somewhat persuasive argument with some coherence</li> <li>• Some organization; limited use of transitional elements or cohesive devices</li> <li>• Generally understandable, with errors that may impede comprehensibility</li> <li>• Appropriate but basic vocabulary and idiomatic language</li> <li>• Some control of grammar, syntax, and usage</li> <li>• Uses strings of mostly simple sentences, with a few compound sentences</li> </ul>
<p><b>2: WEAK performance in Presentational Writing</b></p>	<ul style="list-style-type: none"> <li>• Unsuitable treatment of topic within the context of the task</li> <li>• Demonstrates a low degree of comprehension of the sources' viewpoints; information may be limited or inaccurate</li> <li>• Summarizes content from one or two sources; may not support the essay</li> <li>• Presents, or at least suggests, the student's own viewpoint on the topic; develops an unpersuasive argument somewhat incoherently</li> <li>• Limited organization; ineffective use of transitional elements or cohesive devices</li> <li>• Partially understandable, with errors that force interpretation and cause confusion for the reader</li> <li>• Limited vocabulary and idiomatic language</li> <li>• Limited control of grammar, syntax, and usage</li> <li>• Uses strings of simple sentences and phrases</li> </ul>

<p><b>1: POOR performance in Presentational Writing</b></p>	<ul style="list-style-type: none"> <li>• Almost no treatment of topic within the context of the task</li> <li>• Demonstrates poor comprehension of the sources' viewpoints; includes frequent and significant inaccuracies</li> <li>• Mostly repeats statements from sources or may not refer to any sources</li> <li>• Minimally suggests the student's own viewpoint on the topic; argument is undeveloped or incoherent</li> <li>• Little or no organization; absence of transitional elements and cohesive devices</li> <li>• Barely understandable, with frequent or significant errors that impede comprehensibility</li> <li>• Very few vocabulary resources</li> <li>• Little or no control of grammar, syntax, and usage</li> <li>• Very simple sentences or fragments</li> </ul>
<p><b>0: UNACCEPTABLE performance in Presentational Writing</b></p>	<ul style="list-style-type: none"> <li>• Mere restatement of language from the prompt</li> <li>• Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>• "I don't know," "I don't understand," or equivalent in any language</li> <li>• Not in the language of the exam</li> <li>• - (hyphen): BLANK (no response)</li> </ul>

## Information for Interpersonal Speaking: Conversation

<b>Course Theme</b>	Beauty and Aesthetics / <i>La belleza y la estética</i>
<b>Description of Task</b>	The student participates in a simulated conversation with Mariana, a classmate who is organizing a fashion show for a final project in her Art and Design class. In the conversation, Mariana asks for help with the project. The student gives an opinion about the idea of a fashion show and responds positively to the request, providing specific ways to help. The student also responds to Mariana's questions about his or her project, reacts to an offer for help, and finalizes plans to meet with her in person.
<b>Timing</b>	The student has 1 minute to read the preview and an outline of each turn in the conversation; then the conversation begins. The student has 20 seconds to give each one of the five responses in the conversation. The student has access to the outline during the entire conversation.
<b>Source</b>	This is an audio recording that contains a series of prompts with a female speaker's voice.
<b>Targeted Learning Objectives</b>	<ul style="list-style-type: none"> <li>• The student engages in the oral exchange of information, opinions, and ideas in a variety of time frames in informal situations.</li> <li>• The student elicits information and clarifies meaning by using a variety of strategies.</li> <li>• The student states and supports opinions in oral interactions.</li> <li>• The student initiates and sustains interaction through the use of various verbal and nonverbal strategies.</li> <li>• The student understands a variety of vocabulary, including idiomatic and culturally appropriate expressions.</li> <li>• The student uses a variety of vocabulary, including idiomatic and culturally appropriate expressions on a variety of topics.</li> </ul>

<p><b>Characteristics of a STRONG Response (5)</b></p>	<p>The student maintains the conversation during each turn as directed in the outline, consistently responding in an appropriate manner; the student also ends the conversation appropriately in the last turn. There is not an absolute requirement to speak for the full 20 seconds in all five turns; however, a strong response does provide frequent elaboration. The conversation would begin and end with appropriate greetings and when asked, the student would express a clear opinion about the project and support that opinion. When asked for help, in addition to responding affirmatively, perhaps saying <i>¡Me encantaría colaborar!</i>, the student could offer to work at a particular time or task. When declining to help at the fashion show itself, the student would use a culturally appropriate expression of regret, such as <i>Lamento mucho no poder ayudar</i> or <i>¡Qué pena!</i>, and give a reason. When describing the student's own project, a strong response would include precise vocabulary about a topic of some personal interest, possibly including references to work already completed and plans for working in the future. The response about getting together to work on the projects would include suggestions of time and place to meet.</p> <p>The student's pronunciation, intonation, and pacing make the response fully understandable; occasional errors do not impede comprehension. The student uses a variety of grammatical structures with few errors; if the student uses time frames other than the present, control of verb forms is demonstrated.</p> <p>The student uses a register that is appropriate for a conversation with a friend at school, including an appropriate greeting and farewell. The student uses a variety of vocabulary, including idiomatic expressions.</p>
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<p><b>Characteristics of a GOOD Response (4)</b></p>	<p>The student maintains the conversation after most of the turns, as directed in the outline, including appropriate greeting and closing. Responses are direct and appropriate, and include some elaboration. For example, the student might use the more familiar expression <i>Lo siento</i> when declining to help. Some of the responses would include elaboration, although not necessarily all of them. The student might also successfully self-correct from time to time.</p> <p>The student's pronunciation, intonation, and pacing make the response understandable; errors are more than occasional but do not impede comprehension. The student uses a variety of grammatical structures with few errors; if the student uses time frames other than the present, errors in verb forms will appear, but general control is demonstrated.</p> <p>The student uses a register that is appropriate for a conversation with a friend from school, except for occasional shifts. The student uses appropriate vocabulary, though it may not be very varied, and is able to use an occasional idiomatic expression.</p>
<p><b>Characteristics of a FAIR Response (3)</b></p>	<p>The student maintains the conversation overall, as directed in the outline, including the required information. The student may not consistently respond in an appropriate manner, perhaps declining to help with a simple phrase such as <i>No puedo ayudar con el proyecto</i>, and may end the conversation somewhat abruptly in the last turn. Responses are simple and generally accurate; the student accomplishes the task overall but may provide little or no elaboration. The student may not be consistently successful in self-correction.</p> <p>The student is generally understandable, but errors in pronunciation, intonation, and pacing may occasionally impede comprehension. The student uses a limited range of grammatical structures appropriately and is mostly accurate in using the present tense; however, the student may struggle to use (or avoid) other time frames or more sophisticated structures.</p> <p>The student may show a lack of control of register, shifting between the use of <i>tú</i> and <i>usted</i> during the conversation. Overall, the student uses vocabulary that is sufficient for the task, though somewhat limited and may not include idiomatic expressions.</p>



## Scoring Guidelines for Interpersonal Speaking: Conversation

<p><b>5: STRONG performance in Interpersonal Speaking</b></p>	<ul style="list-style-type: none"> <li>• Maintains the exchange with a series of responses that is clearly appropriate within the context of the task</li> <li>• Provides required information (e.g., responses to questions, statement, and support of opinion) with frequent elaboration</li> <li>• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> <li>• Varied and appropriate vocabulary and idiomatic language</li> <li>• Accuracy and variety in grammar, syntax, and usage, with few errors</li> <li>• Mostly consistent use of register appropriate for the conversation</li> <li>• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility</li> <li>• Clarification or self-correction (if present) improves comprehensibility</li> </ul>
<p><b>4: GOOD performance in Interpersonal Speaking</b></p>	<ul style="list-style-type: none"> <li>• Maintains the exchange with a series of responses that is generally appropriate within the context of the task</li> <li>• Provides required information (e.g., responses to questions, statement, and support of opinion) with some elaboration</li> <li>• Fully understandable, with some errors which do not impede comprehensibility</li> <li>• Varied and generally appropriate vocabulary and idiomatic language</li> <li>• General control of grammar, syntax, and usage</li> <li>• Generally consistent use of register appropriate for the conversation, except for occasional shifts</li> <li>• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility</li> <li>• Clarification or self-correction (if present) usually improves comprehensibility</li> </ul>

<p><b>3: FAIR performance in Interpersonal Speaking</b></p>	<ul style="list-style-type: none"> <li>• Maintains the exchange with a series of responses that is somewhat appropriate within the context of the task</li> <li>• Provides required information (e.g., responses to questions, statement, and support of opinion)</li> <li>• Generally understandable, with errors that may impede comprehensibility</li> <li>• Appropriate but basic vocabulary and idiomatic language</li> <li>• Some control of grammar, syntax, and usage</li> <li>• Use of register may be inappropriate for the conversation with several shifts</li> <li>• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</li> <li>• Clarification or self-correction (if present) sometimes improves comprehensibility</li> </ul>
<p><b>2: WEAK performance in Interpersonal Speaking</b></p>	<ul style="list-style-type: none"> <li>• Partially maintains the exchange with a series of responses that is minimally appropriate within the context of the task</li> <li>• Provides some required information (e.g., responses to questions, statement, and support of opinion)</li> <li>• Partially understandable, with errors that force interpretation and cause confusion for the listener</li> <li>• Limited vocabulary and idiomatic language</li> <li>• Limited control of grammar, syntax, and usage</li> <li>• Use of register is generally inappropriate for the conversation</li> <li>• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</li> <li>• Clarification or self-correction (if present) usually does not improve comprehensibility</li> </ul>
<p><b>1: POOR performance in Interpersonal Speaking</b></p>	<ul style="list-style-type: none"> <li>• Unsuccessfully attempts to maintain the exchange by providing a series of responses that is inappropriate within the context of the task</li> <li>• Provides little required information (e.g., responses to questions, statement, and support of opinion)</li> <li>• Barely understandable, with frequent or significant errors that impede comprehensibility</li> <li>• Very few vocabulary resources</li> <li>• Little or no control of grammar, syntax, and usage</li> <li>• Minimal or no attention to register</li> <li>• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility</li> <li>• Clarification or self-correction (if present) does not improve comprehensibility</li> </ul>

<b>0: UNACCEPTABLE performance in Interpersonal Speaking</b>	<ul style="list-style-type: none"> <li>• Mere restatement of language from the prompts</li> <li>• Clearly does not respond to the prompts</li> <li>• “I don’t know,” “I don’t understand,” or equivalent in any language</li> <li>• Not in the language of the exam</li> <li>• - (hyphen): BLANK (no response although recording equipment is functioning)</li> </ul>
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## Information for Presentational Speaking: Cultural Comparison

<b>Course Theme</b>	Personal and Public Identities / <i>Las identidades personales y públicas</i>
<b>Description of Task</b>	The student makes an oral presentation to his or her Spanish class on the following topic: How have national heroes impacted the lives of the people in your community? The student is asked to compare his or her own community to an area of the Spanish-speaking world with which he or she is familiar. The student should demonstrate an understanding of cultural features of some area of the Spanish-speaking world. The student may cite examples from materials read, viewed, or listened to in class, as well as from personal experiences and observations. The student should also organize the presentation clearly.
<b>Timing</b>	The student has 4 minutes to read the topic and prepare the presentation. Then, the student has 2 minutes to record the presentation.
<b>Targeted Learning Objectives</b>	<ul style="list-style-type: none"> <li>• The student plans, produces, and presents spoken presentational communications.</li> <li>• The student expounds on familiar topics and those requiring research.</li> <li>• The student demonstrates an understanding of the features of target culture communities (e.g., geographic, historical, artistic, social, or political).</li> </ul>

<p><b>Characteristics of a STRONG Response (5)</b></p>	<p>A strong response clearly compares the student's own community with the target culture, including supporting details and relevant information. For example, the student may select a famous American athlete and compare him or her with a famous Spanish-speaking athlete who shares similar attributes and characteristics. The focus on heroism, however, would be clearly articulated. How these heroes support and impact their community, and how their values and beliefs are reflected in their communities, would be key pieces of the comparison at this level. An important consideration is that the idea of heroism is one that transcends cultures, but perspectives on heroism may vary across cultures.</p> <p>The presentation is organized and effectively addresses the topic by including examples that represent both sides of the cultural comparison. It is important to keep in mind that the hero selected by the student does not have to be a prominent figure; it could be a reference to a parent, teacher, or a local community member. The heroes cited are specific, not merely cultural stereotypes; they are relevant to the topic and the student is thus able to elaborate and develop the presentation. The student at this level demonstrates an understanding of the target culture despite a few minor inaccuracies.</p> <p>The oral presentation is well organized and effectively uses transitional elements or cohesive devices; for example: <i>en comparación, de lo contrario, en cambio, aunque, sino, sino que, en conclusión</i>. The student's pronunciation, intonation, and pacing make the presentation fully understandable; occasional errors do not impede comprehension, and the student is clearly able to develop the topic and present the information. The student accurately uses a variety of grammatical structures with few errors and with varied time frames other than the present.</p> <p>The student demonstrates consistent use of the informal register when addressing his or her classmates, and there is varied and appropriate vocabulary and idiomatic usage for this formal presentation, avoiding expressions and vocabulary that are used mostly in conversations.</p>
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<p><b>Characteristics of a GOOD Response (4)</b></p>	<p>A good response addresses the topic, including supporting details and mostly relevant examples that compare the student's own community with the target culture. The student demonstrates some understanding of the target culture, despite minor inaccuracies. The student clearly compares a hero from the local community and one from the Spanish-speaking world. The examples are relevant to the topic; however, at this level the description and elaboration may be somewhat limited. The oral presentation is organized and uses some effective transitional elements and cohesive devices.</p> <p>At this level, the student's pronunciation, intonation, and pacing make the presentation fully understandable; although there are errors, they do not impede the comprehensibility of the presentation. The student uses a variety of grammatical structures with few errors; although there are errors in verb forms, there is general control of time frames other than present tense.</p> <p>The student at this level demonstrates generally consistent use of the informal register when addressing his or her classmates. The student includes varied and generally appropriate vocabulary and idiomatic usage and self-corrects and clarifies information, which usually improves comprehensibility.</p>
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<p><b>Characteristics of a FAIR Response (3)</b></p>	<p>A student at this level suitably addresses the treatment of the topic within the context of the task. Examples are cited that represent both sides of the cultural comparison; however, these may be general in nature or not directly connected to the task. The student may speak clearly about two heroes, but with few supporting details and examples may be just adequate. The student demonstrates a basic understanding of the target culture, despite some inaccuracies. The student at this level may be limited to citing examples without appropriate description or elaboration of their relevance to the topic or the cultural comparison. There is evidence of some organization and limited use of transitional elements or cohesive devices.</p> <p>At this level, the student's pronunciation, intonation, and pacing make the presentation generally comprehensible; however, errors occasionally impede comprehension and development of the comparison. There are limited ranges and some control of grammatical structures, and the student is mostly accurate in using the present tense. The student at this level may struggle to use other time frames or more sophisticated grammatical structures and syntax. There is generally consistent use of the informal register when addressing his or her classmates, however, at times, may have inaccuracies. Overall, the student uses vocabulary that is sufficient for the task, although, it could be somewhat limited. The student, at times, clarifies or self-corrects the information, which sometimes improves comprehensibility.</p>
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## Scoring Guidelines for Presentational Speaking: Cultural Comparison

<p><b>5: STRONG performance in Presentational Speaking</b></p>	<ul style="list-style-type: none"> <li>• Effective treatment of topic within the context of the task</li> <li>• Clearly compares the student's own community with the target culture, including supporting details and relevant examples</li> <li>• Demonstrates understanding of the target culture, despite a few minor inaccuracies</li> <li>• Organized presentation; effective use of transitional elements or cohesive devices</li> <li>• Fully understandable, with ease and clarity of expression; occasional errors do not impede comprehensibility</li> <li>• Varied and appropriate vocabulary and idiomatic language</li> <li>• Accuracy and variety in grammar, syntax, and usage, with few errors</li> <li>• Mostly consistent use of register appropriate for the presentation</li> <li>• Pronunciation, intonation, and pacing make the response comprehensible; errors do not impede comprehensibility</li> <li>• Clarification or self-correction (if present) improves comprehensibility</li> </ul>
<p><b>4: GOOD performance in Presentational Speaking</b></p>	<ul style="list-style-type: none"> <li>• Generally effective treatment of topic within the context of the task</li> <li>• Compares the student's own community with the target culture, including some supporting details and mostly relevant examples</li> <li>• Demonstrates some understanding of the target culture, despite minor inaccuracies</li> <li>• Organized presentation; some effective use of transitional elements or cohesive devices</li> <li>• Fully understandable, with some errors which do not impede comprehensibility</li> <li>• Varied and generally appropriate vocabulary and idiomatic language</li> <li>• General control of grammar, syntax, and usage</li> <li>• Generally consistent use of register appropriate for the presentation, except for occasional shifts</li> <li>• Pronunciation, intonation, and pacing make the response mostly comprehensible; errors do not impede comprehensibility</li> <li>• Clarification or self-correction (if present) usually improves comprehensibility</li> </ul>



<p><b>3: FAIR performance in Presentational Speaking</b></p>	<ul style="list-style-type: none"> <li>• Suitable treatment of topic within the context of the task</li> <li>• Compares the student's own community with the target culture, including a few supporting details and examples</li> <li>• Demonstrates a basic understanding of the target culture, despite inaccuracies</li> <li>• Some organization; limited use of transitional elements or cohesive devices</li> <li>• Generally understandable, with errors that may impede comprehensibility</li> <li>• Appropriate but basic vocabulary and idiomatic language</li> <li>• Some control of grammar, syntax, and usage</li> <li>• Use of register may be inappropriate for the presentation with several shifts</li> <li>• Pronunciation, intonation, and pacing make the response generally comprehensible; errors occasionally impede comprehensibility</li> <li>• Clarification or self-correction (if present) sometimes improves comprehensibility</li> </ul>
<p><b>2: WEAK performance in Presentational Speaking</b></p>	<ul style="list-style-type: none"> <li>• Unsuitable treatment of topic within the context of the task</li> <li>• Presents information about the student's own community and the target culture, but may not compare them; consists mostly of statements with no development</li> <li>• Demonstrates a limited understanding of the target culture; may include several inaccuracies</li> <li>• Limited organization; ineffective use of transitional elements or cohesive devices</li> <li>• Partially understandable, with errors that force interpretation and cause confusion for the listener</li> <li>• Limited vocabulary and idiomatic language</li> <li>• Limited control of grammar, syntax, and usage</li> <li>• Use of register is generally inappropriate for the presentation</li> <li>• Pronunciation, intonation, and pacing make the response difficult to comprehend at times; errors impede comprehensibility</li> <li>• Clarification or self-correction (if present) usually does not improve comprehensibility</li> </ul>

<p><b>1: POOR performance in Presentational Speaking</b></p>	<ul style="list-style-type: none"> <li>• Almost no treatment of topic within the context of the task</li> <li>• Presents information only about the student's own community or only about the target culture, and may not include examples</li> <li>• Demonstrates minimal understanding of the target culture; generally inaccurate</li> <li>• Little or no organization; absence of transitional elements and cohesive devices</li> <li>• Barely understandable, with frequent or significant errors that impede comprehensibility</li> <li>• Very few vocabulary resources</li> <li>• Little or no control of grammar, syntax, and usage</li> <li>• Minimal or no attention to register</li> <li>• Pronunciation, intonation, and pacing make the response difficult to comprehend; errors impede comprehensibility</li> <li>• Clarification or self-correction (if present) does not improve comprehensibility</li> </ul>
<p><b>0: UNACCEPTABLE performance in Presentational Speaking</b></p>	<ul style="list-style-type: none"> <li>• Mere restatement of language from the prompt</li> <li>• Clearly does not respond to the prompt; completely irrelevant to the topic</li> <li>• "I don't know," "I don't understand," or equivalent in any language</li> <li>• Not in the language of the exam</li> <li>• - (hyphen): BLANK (no response although recording equipment is functioning)</li> </ul>

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