

# 2013 AP<sup>®</sup> SPANISH LANGUAGE FREE-RESPONSE QUESTIONS

## SPANISH LANGUAGE

### SECTION II

#### Part B

Time—Approximately 30 minutes

**Directions:** You will now participate in a simulated conversation. First, you will have 30 seconds to read the outline of the conversation. Then, you will listen to a message and have one minute to read again the outline of the conversation. Afterward, the conversation will begin, following the outline. Each time it is your turn, you will have 20 seconds to respond. You are expected to use all the response time to speak. You should participate in the conversation as fully and appropriately as possible. A tone will indicate when you should begin and end speaking.

**Instrucciones:** Ahora participarás en una conversación simulada. Primero, tendrás 30 segundos para leer el esquema de la conversación. Luego, escucharás un mensaje y tendrás un minuto para leer de nuevo el esquema de la conversación. Después, empezará la conversación, siguiendo el esquema. Siempre que te toque tu turno, tendrás 20 segundos para responder. Se espera que utilices todo el tiempo que tienes disponible para responder. Debes participar en la conversación de la manera más completa y apropiada posible. Una señal te indicará cuando debes empezar y terminar de hablar.

(A) El consejero de tu escuela, el Sr. Rosales, te va a escribir una carta de recomendación. Imagina que estás en su oficina para conversar sobre tus intereses y sobre las universidades donde quieres estudiar.

(B) La conversación

[The shaded lines reflect what you will hear on the recording. Las líneas en gris reflejan lo que escucharás en la grabación.]

El consejero	Te da la bienvenida y te hace una pregunta.
Tú	Saluda y responde a la pregunta.
El consejero	Te hace unas preguntas.
Tú	Responde y explica por qué.
El consejero	Te hace una pregunta.
Tú	Responde dando detalles.
El consejero	Continúa la conversación y te hace una pregunta.
Tú	Responde explicando tu preferencia.
El consejero	Continúa la conversación y te hace una pregunta.
Tú	Responde a la pregunta con detalles.
El consejero	Te hace una propuesta.
Tú	Responde afirmativamente y despídete.

## 2013 AP<sup>®</sup> SPANISH LANGUAGE FREE-RESPONSE QUESTIONS

**Directions:** The following question is based on the accompanying printed article and audio selection. First, you will have 5 minutes to read the printed article. Afterward, you will hear the audio selection; you should take notes while you listen. Then, you will have 2 minutes to plan your answer and 2 minutes to record your answer. You are expected to use all the response time to speak.

**Instrucciones:** La pregunta siguiente se basa en el artículo impreso y la selección auditiva. Primero, tendrás 5 minutos para leer el artículo impreso. Después, escucharás la selección auditiva; debes tomar apuntes mientras escuches. Luego, tendrás 2 minutos para preparar tu respuesta y 2 minutos para grabar tu respuesta. Se espera que utilices todo el tiempo que tienes disponible para responder.

**Compara las experiencias y las perspectivas sobre el deporte que se presentan en las dos fuentes.**

# AP® SPANISH LANGUAGE—2013 INTERPERSONAL SPEAKING SCORING GUIDELINES

SCORE	DESCRIPTION	TASK COMPLETION	TOPIC DEVELOPMENT	LANGUAGE USE
<b>5</b> <b>Demonstrates excellence</b>	<b>HIGH</b> A speech sample that <i>demonstrates excellence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> <li>Fully addresses and completes the task.</li> <li>Responds fully and appropriately to all or almost all parts/prompts of the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant, thorough treatment of all or almost all elements of the thread of the conversation.</li> <li>Very well-organized and cohesive responses.</li> <li>Accurate social and/or cultural references are included.</li> </ul>	<ul style="list-style-type: none"> <li>Use and control of complex structures; very few errors, with no patterns.</li> <li>Rich vocabulary used with precision.</li> <li>High level of fluency.</li> <li>Excellent pronunciation.</li> <li>Register is highly appropriate.</li> </ul>
<b>4</b> <b>Demonstrates command</b>	<b>MID-HIGH</b> A speech sample that <i>demonstrates command</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> <li>Appropriately addresses and completes the task.</li> <li>Responds appropriately to all or almost all parts/prompts of the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant, well-developed treatment of the elements of the thread of the conversation.</li> <li>Well-organized, generally cohesive responses.</li> <li>Generally accurate social and/or cultural references are included.</li> </ul>	<ul style="list-style-type: none"> <li>Use of complex structures, but may contain more than a few errors.</li> <li>Very good vocabulary.</li> <li>Very good fluency.</li> <li>Very good pronunciation.</li> <li>Register is appropriate.</li> </ul>
<b>3</b> <b>Demonstrates competence</b>	<b>MID</b> A speech sample that <i>demonstrates competence</i> in Interpersonal Speaking accomplishes the following:	<ul style="list-style-type: none"> <li>Addresses and completes the task.</li> <li>Responds adequately to most parts/prompts of the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant treatment of the elements of the thread of the conversation.</li> <li>Organized responses with adequate cohesiveness.</li> <li>Generally appropriate social and/or cultural references are included.</li> </ul>	<ul style="list-style-type: none"> <li>Control of simple structures, with few errors; may use complex structures with little or no control.</li> <li>Good range of vocabulary, but may have occasional interference from another language.</li> <li>Good fluency, with occasional hesitation; some successful self-correction.</li> <li>Good pronunciation.</li> <li>Register is generally appropriate.</li> </ul>
<b>2</b> <b>Suggests lack of competence</b>	<b>MID-LOW</b> A speech sample that <i>suggests lack of competence</i> in Interpersonal Speaking can be described as the following:	<ul style="list-style-type: none"> <li>Partially addresses and/or completes the task.</li> <li>Responds inappropriately to some parts/prompts of the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>May have some irrelevant treatment of elements of the thread of the conversation.</li> <li>Responses may have inadequate organization/cohesiveness.</li> <li>Inaccurate social and/or cultural references may be included.</li> </ul>	<ul style="list-style-type: none"> <li>Limited control of simple structures, with errors.</li> <li>Narrow range of vocabulary; frequent interference from another language may occur.</li> <li>Labored expression; minimal fluency.</li> <li>Fair pronunciation that may affect comprehension.</li> <li>Register may be inappropriate.</li> </ul>
<b>1</b> <b>Demonstrates lack of competence</b>	<b>LOW</b> A speech sample that <i>demonstrates lack of competence</i> in Interpersonal Speaking can be described as the following:	<ul style="list-style-type: none"> <li>Does not complete the task.</li> <li>Responds inappropriately to most parts/prompts of the conversation.</li> </ul>	<ul style="list-style-type: none"> <li>Irrelevant treatment of elements of the thread of the conversation.</li> <li>Responses may not be cohesive or may be disorganized.</li> <li>Inaccurate social and/or cultural references are included.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in use of structures.</li> <li>Few vocabulary resources; constant interference from another language.</li> <li>Little to no fluency.</li> <li>Poor pronunciation that impedes comprehension.</li> <li>Minimal to no attention to register.</li> </ul>
<b>0</b>	A speech sample that receives this score does not provide evidence of sufficient language to merit a score of 1, is a restatement of what the interlocutor has said or of what is written on the exam, is completely irrelevant to the topic, or is spoken in a language other than Spanish.			
—	A speech sample that receives this score is blank (the microphone is on and there is no response).			