

AP[®] SPANISH LITERATURE 2008 SCORING GUIDELINES

Question 3(a): Text Analysis

5 **Demonstrates Superiority**

- Clear and accurate analysis of the importance of names and titles in the passage cited.
- Organization contributes to the quality of the response.
- Virtually no irrelevant or erroneous commentary.
- May show insight or originality.
- Reveals an exceptional understanding of the importance of names and titles in the passage.

4 **Demonstrates Competence**

- Some analysis of the importance of names and titles in the passage cited.
- May contain some errors of fact or interpretation, but the overall quality of the response is not significantly affected.
- There may be some ambiguity or incompleteness, but the response clearly demonstrates competence.

3 **Suggests Competence**

- Basically understands and addresses the question and the passage cited.
- Attempts to analyze the importance of names and titles that appear in the passage.
- Errors, ambiguity, and/or incompleteness detract from the quality of the answer.
- Paraphrasing may predominate; relatively superficial commentary.
- Reader may have to make some inferences.

2 **Suggests Lack of Competence**

- Student has not adequately understood the question and/or the passage cited.
- May not address the importance of names and titles that appear in the passage.
- May contain irrelevant comments or significant errors.
- Possibly a prepared overview of Cervantes or *El ingenioso hidalgo don Quijote de la Mancha*.
- The reader is forced to make significant inferences.

1 **Demonstrates Lack of Competence**

- Incomprehensible, incorrect, or fails to address the question in any meaningful way.
- May consist entirely of paraphrasing or plot summary.
- Does not address the importance of names and titles in the passage cited.

0 **No Credit**

- Blank page; OR response is on task but is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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Question 3(b): Text Analysis

5 **Demonstrates Superiority**

- Clear and accurate explanation of the author's use of humor in the passage cited and of the importance of humor in the rest of the work.
- Organization contributes to the quality of the response.
- Virtually no irrelevant or erroneous commentary.
- May show insight or originality.
- Reveals an exceptional understanding of the use of humor in *El ingenioso hidalgo don Quijote de la Mancha*.

4 **Demonstrates Competence**

- Some explanation of the author's use of humor in the passage cited and of the importance of humor in the rest of the work.
- May contain some errors of fact or interpretation, but they do not significantly affect the overall quality of the response.
- There may be some ambiguity or incompleteness, but the response clearly demonstrates competence.

3 **Suggests Competence**

- The student basically understands and addresses the question.
 - Errors, ambiguity, and/or incompleteness detract from the quality of the answer.
 - Reader may have to make inferences because the response is not always explicit.
 - If the student explains the author's use of humor in the passage cited but not the importance of humor in the rest of the work, or vice versa, discussion must be good to merit a score of 3.
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2 **Suggests Lack of Competence**

- Student has not adequately understood and/or addressed the question.
- Paraphrasing or plot summary outweighs commentary.
- May contain irrelevant comments or significant errors.
- Possibly a prepared overview of Cervantes or *El ingenioso hidalgo don Quijote de la Mancha*.
- The reader is forced to make significant inferences.

1 **Demonstrates Lack of Competence**

- Incomprehensible, incorrect, or fails to address the question in any meaningful way.
- May consist entirely of paraphrasing or plot summary.
- The response demonstrates a lack of understanding of the question or the passage cited, or unfamiliarity with *El ingenioso hidalgo don Quijote de la Mancha*.

0 **No Credit**

- Blank page; OR response is on task but is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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Language Usage

The AP Spanish Literature Exam tests the ability of students to write well-organized essays in correct and idiomatic Spanish. These scoring guidelines assess **the degree to which language usage effectively supports an on-task response to the question**. All the criteria listed below should be taken into account in categorizing the student's command of the written language as related to each literature question.

5 **Very Good Command**

- Infrequent, random errors in grammatical structures.
- Varied and accurate use of vocabulary.
- Control of the conventions of the written language (spelling, accents, punctuation, paragraphing, etc.).

4 **Good Command**

- Some errors in grammatical structures; however, these do not detract from the overall readability of the essay/response.
- Appropriate use of vocabulary.
- Conventions of the written language are generally correct (spelling, accents, punctuation, paragraphing, etc.).

3 **Adequate Command**

- Frequent grammatical errors, but essay/response is comprehensible.
- Limited vocabulary.
- May have numerous errors in spelling and other conventions of the written language.

2 **Weak Command**

- Serious grammatical errors that force a sympathetic reader to supply inferences.
- Very limited and/or repetitive vocabulary.
- Pervasive errors in the conventions of the written language.

1 **Inadequate Command**

- Constant grammatical errors that render comprehension difficult.
- Insufficient vocabulary and control of the conventions of the written language.

0 **No Credit**

- Unintelligible, written in English, or off task.

Write in the box the number of the question you are answering on this page as it is designated in the exam.

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(a) Los nombres y los títulos son muy importantes en este fragmento de Don Quijote. El nombre es una parte central de la identidad. En darse un nombre nuevo, don Quijote ~~se~~ forma una nueva identidad para sí mismo. ~~Se~~ Ya no es simplemente un hombre que lee cuentos de caballería. Él se ha convertido en un héroe. Se ha hecho uno de los personajes de sus ~~se~~ cuentos ~~se~~. El título fue muy importante en esta época porque reflejaba la posición social. ¿Sin un título honrado y elevado, como pudiera pretender ser caballero? Además un caballero no puede encomendarse a una campesina llamada Aldonza, ~~sino una dama~~ ~~es~~ Necesita una dama del corte, una princesa. Por esta razón, le da a Aldonza el nombre de Dulcinea. Don Quijote, a través de los nombres, está tratando de darle credibilidad a su misión. No puede existir un digno caballero armado sin un título. El cambio de nombres significa un cambio en la realidad de Don Quijote. Él es idealista que no ve el mundo como verdaderamente es ~~pero~~ ^{sino} como él lo imagina ser. Es como si Don Quijote ha creado su mundo propia donde un ~~burro~~ burro viejo se convierte en el poderoso ~~Reinante~~ Reinante y ~~la~~ la simple campesina Aldonza

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se hace una princesa. Esto refleja la locura de Don Quijote, que insiste en crear otro mundo romantizado. No existen las cosas que él imagina, aunque él está convencido que sí.

Otra cosa que debes de notar es la importancia de la patria. No es "don Quijote" sino "don Quijote de la Mancha." Él pelea por valores exaltados como la reina y la patria. Está convencido que es un guerrero de Dios, peleando por las cosas más honorables del mundo - su señora y su patria.

(b) Este fragmento y la obra en general son satíricos. Se burlan de las novelas de caballería. En el fragmento la ironía cree humor. Este ironía viene del hecho que don Quijote le da nombres elevadas y dignas a las cosas que no son. Rocinante no es "antes y primero de todos los rocines del mundo." Es un viejo caballo que casi cabalga más lento que uno camina. Dulcinea no es una dama de la corte. Es una moza labradora que ni sabe que Don Quijote existe. Al elevar cosas cotidianas y humildes a niveles de mucho importancia y poder, el autor cree

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humor. En la obra en general, el humor se usa para burlarse de las novelas de caballería. Cervantes quiere sugerir que estos caballeros majestuosos que celebraron en esas novelas nunca existían. Eso todo es una fantasía, como lo que cree don Quijote es una fantasía. Hay humor en toda la novela ^{que surge} del ^{conflicto entre} el realismo, simbolizado por Sancho Panza y el idealismo, simbolizado por Don Quijote. El choque entre esas dos perspectivas de ver al mundo crea humor. Don Quijote ve una cosa — como unos gigantes que necesita matar — y Sancho ve lo que ~~realmente~~ realmente existe — unos molinos de viento. Quizás que don Quijote ~~que~~ quiere escapar la realidad ^{en} que vive y por esta razón ~~crea~~ crea uno aparte.

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Question # 3

En el fragmento del capítulo I de la obra maestra "El ingenioso hidalgo don Quijote de la Mancha" escrita por el autor Miguel de Cervantes, es muy grande la importancia de los nombres y títulos. Al igual de importante es el humor empleado en este fragmento, y en el resto de la obra.

En este fragmento, se introducen los nombres del ingenioso hidalgo, su caballo, y su gran señora. Es sumamente importante la introducción de estos nombres, ya que serán usados durante el resto de la obra. En esta obra, se tiene entendido que ~~este~~ Quijada, un señor de mayor edad, se le ha secado el cerebro de tanto leer y le ha llegado la idea de convertirse en un hidalgo y ir en busca de pelear contra su enemigo. Al ~~el~~ imaginarse que es un valiente hidalgo, tiene que tener un nombre con gran importancia. Así ~~el~~ decide llamarse Don Quijote de la Mancha, así ~~el~~ honraba su linaje y patria. A su caballo le decidió nombrar Rocinante, ya que el nombre, tan a su gusto, significa, alto, y significativo. Como todo caballero, ~~el~~ necesitaba una princesa, a su gran señora la llamó Dulcinea del Toboso, el nombre a su gusto,

Question #3

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con el significado ~~de~~ místico y peregrino al igual que significativo.

El humor en la obra es importante al igual que los nombres de los personajes. El humor le da más vida a la obra y al personaje Don Quijote de la Mancha y al igual a los demás personajes que son nombrados en esta obra. Don Quijote de la Mancha es un hombre que vive en la fantasía y cree que es un caballero en busca de su enemigo. Las aventuras que él pasa, y el humor de la obra, hace al lector sentir como si estuviera en la obra. También por medio de humor, en su obra podemos aprender lecciones. Por ejemplo en la escena de los molinos, cuando Don Quijote ~~está en su caballo~~ va en su caballo, Rocinante, acompañado por Sancho Panza en su mula, y Don Quijote piensa que los molinos son el enemigo disfrazado y se baja de su caballo a pelear contra él, esta escena humorística nos enseña que podemos pasar obstáculos, ya que los molinos simbolizan eso.

En conclusión, Miguel de Cervantes emplea ~~de~~ nombres simbólicos que son muy

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Question #3

Importantes en su obra para que sea mejor entendida por el lector. Usa el humor en la obra para entretener a su lector.

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Question 3

(a)

El análisis de la importancia de los nombres y títulos en ~~este~~ el fragmento tienen que ver con la importancia en la obra del "El ingenioso hidalgo don Quijote de la Mancha". La importancia de los nombre ~~es~~ deben ser al respecto de la obra. los nombre deberon de tener un significado que pueda identificarse con la obra escrita. El nombre debera ponerse al personaje ~~penpor~~ su caracter tiene que tener coneccion con su caracter asi el lector sabra un poco de ella con nomas saber su nombre. Cada personaje tiene su propio caracter y con sus nombres podran identificarlo. El nombre es lo que le da vida al personaje. ~~al respecto de los titulos del fragmento~~

Los titulos dados en el fragmento explica la razon en la cual se cambiaron de nombres los personajes o en otras palabras se pusieron sobrenombres. Nos da el porque lo hicieron o porque otro personaje se los cambio por ejemplo el de "Aldonza Lorenzo" la cual "don Quijote" se lo cambio a "Dulcinea del Toboso". don Quijote se basa en el caracter de las personas al cambiarles sus nombres.

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al igual hizo con el valeroso Amadís la cual cambia su nombre a Amadís de Gaula. La importancia del fragmento es sobre los nombres y títulos, lo que el significado del fragmento.

(b)

El autor de la obra "El ingenioso hidalgo don Quijote de la Mancha", usa el humor del fragmento como imaginativo y creativo. Se basa con el personaje de Don Quijote de la Mancha, que usa su imaginación y creatividad para dar nombres a sus colegas o personas que conoce con tal solo por su carácter. La importancia del humor en la obra es lo más importante que necesita una obra, es lo que hace la obra interesante y divertida. El humor de la obra es lo que original y distinta a las demás obras. La obra necesita el humor al igual que los personajes de su carácter es lo que le da forma a la obra.

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Question 3: Text Analysis

Overview

The text analysis question has two possible variations: one involves an analysis of a critical commentary about one work from the required reading list; the other is the analysis of an excerpt from a work on the reading list with two separate questions to answer. This year's question was of the latter type. It was based on a passage taken from chapter 1 of Cervantes's *El ingenioso hidalgo don Quijote de la Mancha*. In part (a) students were asked to analyze the importance of names and titles in the passage. In part (b) they were asked to explain how the author uses humor in the passage and to explain the importance of humor in the rest of the work.

Sample: A

Content (a) Score: 5

Content (b) Score: 5

Language Score: 5

Content (a): This response clearly demonstrates superiority and merited a score of 5. It provides a clear and accurate analysis of the importance of names and titles in the cited passage ("*El nombre es una parte central de la identidad. En darse un nombre nuevo, don Quijote forma una nueva identidad para si [sic] mismo*"; "*El título . . . reflejaba la posición social*"; "*Don Quijote, a traves [sic] de los nombres, está tratando de darle credibilidad a su misión*"; "*El cambio de nombres significa un cambio en la realidad de Don Quijote*"). Good organization contributes to the quality of the response, as does the differentiation between names and titles. There is virtually no irrelevant commentary, and although there is one erroneous statement ("*un burro viejo*"), it does not detract from the student's exceptional understanding of the importance of names and titles in the excerpt.

Content (b): This response displays superiority and received a score of 5. It provides a clear and accurate explanation of the author's use of humor in the passage cited and of the importance of humor in the rest of the work ("*En el fragmento la ironía cree [sic] humor*"; "*En la obra en general, el humor se usa para burlarse de las novelas de caballería [sic]*"). The response elaborates systematically on this premise, offering accurate examples first in the excerpt and then in the rest of the work to support the student's interpretation. The response ends with an insightful conclusion that synthesizes the ideas presented: "*Quizas que [sic] don Quijote quiere escapar la realidad en que vive y por esta razón cree [sic] uno [sic] aparte*." This response reveals an exceptional understanding of the use of humor in *El ingenioso hidalgo don Quijote de la Mancha*.

Language: Very good language usage effectively supports on-task responses. There are random errors in grammatical structures ("*Es como si Don Quijote ha creado su mundo propia*," "*la ironía cree humor*," "*nombres elevadas*," "*todo la novela*," "*Quizas que don Quijote*"), spelling ("*honrables*"), and accents ("*si mismo*," "*a traves*," "*si*," "*caballería*," "*mas*"), but they do not detract from the quality of the responses. Vocabulary is varied and accurate ("*encomendarse*," "*valores exaltados*," "*cotidianas y humildes*," "*celebraron*," "*romantizado*"), and there is firm control of punctuation. The student clearly demonstrates a very good command of the written language.

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Question 3: Text Analysis (continued)

Sample: B

Content (a) Score: 3

Content (b) Score: 3

Language Score: 4

Content (a): This response suggests competence and received a score of 3. The student basically understands and addresses the question and attempts to analyze the importance of names and titles that appear in the passage cited (*“Es sumamente importante la introducción de estos nombres, ya que seran [sic] usados durante el resto de la obra, “decide llamarse Don Quijote de la Mancha, asi [sic] el [sic] honraba su linaje y patria”*); however, the analysis is not well developed (*“Al el [sic] imaginarse que es un valiente hidalgo, tiene que tener un nombre con gran importancia”*). The reader is forced to make some inferences because the discussion is incomplete and ambiguous (*“lo decidio [sic] nombrar Rocinante, ya que el nombre, tan a su gusto, significa, alto, y significativo, “Dulcinea del Toboso, el nombre a su gusto, con el significado músico y peregrino al igual que significativo”*). Had the analysis been more complete, the response would have merited a higher score.

Content (b): This response suggests competence and merited a score of 3. It attempts to explain the author’s use of humor in the passage cited and the rest of the work. The student basically understands and addresses the question (*“El humor le da mas [sic] vida a la obra y al personaje Don Quijote de la Mancha y al igual a los demas [sic] personajes que son nombrados en esta obra”; “Usa el humor en la obra para entretener a su lector”*); however, ambiguity (*“los molinos simbolisan [sic] eso”*) and incompleteness (*“el humor de la obra, hace al lector sentir como si estuviera en la obra, “podemos aprender lecciones”*) detract from the quality of the answer. Had the response been more fully explained, it would have earned a higher score.

Language: Good command of language usage in this response supports on-task responses to the questions. Even though there are some errors in grammar (*“y ir”*), spelling (*“ecena,” “simbolisan”*), and syntax (run-on sentences), and although there are numerous accent errors (*“seran,” “Asi,” “decidio,” “da mas,” “demas,” “fantasia,” “Tambien,” “humoristica,” “obstaculos,” “simbolicos”*), these do not detract from the overall readability of the responses. Despite an error (*“Al igual de importante”*), vocabulary is appropriate. Punctuation and paragraphing are generally correct.

Sample: C

Content (a) Score: 1

Content (b) Score: 1

Language Score: 3

Content (a): This response demonstrates lack of competence and received a score of 1; it contains significant errors (*“se cambiaron de nombres los personajes o . . . se pusieron sobrenombres,” “don Quijote se basa en el caracter [sic] de las personas al cambiarles sus nombres,” “cambia su nombre a Amadis de Gaula”*). Although the student uses phrases and words such as *“importancia de los nombres,” “titulos [sic],”* and *“significado,”* their application is so vague and circular that the response fails to address the question in any meaningful way. The student tends to paraphrase the prompt but fails to support any interpretation using the cited passage. If the student had been more precise and had attempted to apply the terms to the cited passage, the response would have merited a higher score.

Content (b): This response demonstrates a lack of competence and received a score of 1. It is on task (*“usa el humor del fragmente [sic] como imaginativo, creativo,” “La importancia del humor en la obra”*) but fails to address the question in any meaningful way. The response consists of a paraphrasing of the

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Question 3: Text Analysis (continued)

prompt with no explanation supported by the cited passage or the rest of the work. The response demonstrates unfamiliarity with *El ingenioso hidalgo don Quijote de la Mancha*. Had the student been familiar with the work and answered the question adequately, the response would have merited a higher score.

Language: Adequate language usage supports on-task responses. The response is comprehensible, despite frequent grammatical errors (“*El analisis . . . tienen que ver,*” “*del ‘El ingenioso hidalgo don Quijote de la Mancha,*” “*los nombre,*” “*que puedo identificarce,*” “*Los titulos dabos en el fragmento explica,*” “*es lo que original*”), accent errors (“*analisis,*” “*deberan,*” “*debera,*” “*caracter,*” “*asi,*” “*sabra,*” “*nomas,*” “*titulos,*” “*razon,*” “*cambio*”), and spelling mistakes (“*identificarce,*” “*coneccion,*” “*dabos,*” “*porque,*” “*hisieron,*” “*hiso*”). There are also run-on sentences and sentence fragments. Vocabulary is limited and repetitive.