



## **AP<sup>®</sup> Spanish Literature 2012 Scoring Guidelines**

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# AP<sup>®</sup> SPANISH LITERATURE 2012 SCORING GUIDELINES

## Question 1: Poetry Analysis

### 9 DEMONSTRATES SUPERIORITY

- Essay is very well developed and clearly and thoroughly **analyzes** the relationship of the poetic voice with the opposing concepts presented in the poem.
- Accurately discusses how poetic language and devices are integrated with the poem's theme.
- Commentary is supported with specific textual references.
- Demonstrates insight; may show originality.
- Contains virtually no irrelevant or erroneous information.
- Reader has no doubt that the student possesses an insightful understanding of the poem and the question.

### 7–8 DEMONSTRATES COMPETENCE

- Essay is well developed and **analyzes** the relationship of the poetic voice with the opposing concepts presented in the poem.
- Textual analysis outweighs description and paraphrasing.
- Discusses how poetic language and devices are integrated with the poem's theme.
- Commentary is supported with specific textual references.
- The reader may have to make some inferences because the essay is not always sufficiently explicit.
- May contain some errors, but these do not undermine the overall quality of the essay.
- The essay must include some treatment of poetic language and devices used in the poem to merit a score of 7.

### 5–6 SUGGESTS COMPETENCE

- Student basically understands the question and the poem, but the essay is not well focused or developed.
- Description and paraphrasing outweigh textual analysis.
- There is limited discussion of how poetic language and devices are integrated with the poem's theme.
- Erroneous or repetitive statements may intrude and weaken the overall quality of the essay.
- May require significant inferences because the response is not always explicit.
- An essay that does not address poetic language and devices must be good to merit a score of 5.

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### 3–4 SUGGESTS LACK OF COMPETENCE

- Essay is so general as to suggest that the student has not adequately understood the question or the poem.
- Essay is poorly organized; focus wanders; comments are sketchy.
- May consist almost entirely of paraphrasing or mere listing of poetic language and devices.
- Irrelevant statements may predominate.
- May contain major errors of interpretation that detract from the overall quality of the essay.

### 1–2 DEMONSTRATES LACK OF COMPETENCE

- Essay demonstrates that the student has not understood the question or the poem.
- Essay lacks organization or is chaotic.
- Examples are inappropriate or incorrect; OR examples are absent.

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## Question 1: Poetry Analysis (continued)

### 0 NO CREDIT

- Mere restates the question; OR is so brief or so poorly written as to be meaningless; OR is written in English; OR is crossed out; OR is completely off topic or off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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## Question 2: Thematic Analysis

### 9 DEMONSTRATES SUPERIORITY

- Essay is very well developed and convincingly and explicitly **analyzes** the theme of *el engaño* in the work selected.
- Analyzes appropriate examples from the chosen work to support the response.
- Demonstrates insight; may show originality.
- Contains virtually no irrelevant or erroneous information.
- Reveals an exceptional understanding of the theme of *el engaño* as it figures in the work.

### 7–8 DEMONSTRATES COMPETENCE

- Essay is well developed and convincingly **analyzes** the theme of *el engaño* in the work selected.
- Analysis predominates; any plot summary or description serves to support the analysis.
- Provides appropriate examples from the chosen work to support the response.
- May reveal some insight or originality.
- The reader may need to make some inferences because the response is not always sufficiently explicit.
- May contain some erroneous information, but errors do not significantly affect the overall quality of the essay.

### 5–6 SUGGESTS COMPETENCE

- Student basically understands the question and the work selected, but the essay is not always well focused or sufficiently developed.
- Attempts to analyze the theme of *el engaño* in the work selected, but commentary is relatively superficial.
- Plot summary predominates but is connected to the attempted analysis.
- May require significant inferences because the response is not always explicit.
- May contain errors of fact or interpretation that detract from the overall quality of the essay.

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### 3–4 SUGGESTS LACK OF COMPETENCE

- Essay suggests that the student has not adequately understood the question or the work.
- Essay is poorly organized; focus wanders; comments are sketchy.
- May consist almost entirely of plot summary.
- Irrelevant comments may predominate.
- Possibly is a prepared overview of the text or the author with limited connection to the question.
- May contain major errors that weaken the overall quality of the essay.

### 1–2 DEMONSTRATES LACK OF COMPETENCE

- Essay demonstrates a lack of understanding of the question or the chosen work.
- Lacks organization or is chaotic.
- Examples are inappropriate or incorrect; OR examples are absent.
- Demonstrates unfamiliarity with the chosen work.

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## Question 2: Thematic Analysis (continued)

### 0 NO CREDIT

- Merely restates the question; OR is on task but is so brief or so poorly written as to be meaningless; OR is written in English; OR is crossed out; OR is completely off topic or off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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## Question 3(a): Text Analysis

### 5 DEMONSTRATES SUPERIORITY

- Clearly and accurately analyzes the relationship between the narrator and Chac Mool in the passage cited.
- Organization contributes to the quality of the response.
- Provides examples from the passage that clearly and explicitly support the analysis.
- Contains virtually no irrelevant or erroneous commentary.
- May show insight or originality.

### 4 DEMONSTRATES COMPETENCE

- Analyzes the relationship between the narrator and Chac Mool in the passage cited.
- Organization supports the response.
- Provides examples from the passage that support the analysis.
- 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 relationship between the narrator and Chac Mool in the passage.
- Errors, ambiguity, or incompleteness detract from the quality of the answer.
- Paraphrasing may predominate; contains relatively superficial commentary.
- Reader may have to make some inferences because the response is not always explicit.

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### 2 SUGGESTS LACK OF COMPETENCE

- Student has not adequately understood the question or the passage cited, or both.
- May not address the relationship between the narrator and Chac Mool in the passage.
- May contain irrelevant comments or significant errors.
- Possibly a prepared overview of Fuentes or “Chac Mool.”
- May consist entirely of paraphrasing or plot summary.
- The reader is forced to make significant inferences.

### 1 DEMONSTRATES LACK OF COMPETENCE

- Does not address the question.
- Demonstrates a lack of understanding of the passage cited.
- Does not address the relationship between the narrator and Chac Mool in the passage cited.
- Is confused, chaotic, or incorrect.

### 0 NO CREDIT

- Merely restates the question; OR is on task but is so brief or so poorly written as to be meaningless; OR is written in English; OR is crossed out; OR is completely off topic or off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

### — BLANK RESPONSE

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## Question 3(b): Text Analysis

### 5 DEMONSTRATES SUPERIORITY

- Clearly and accurately explains the changes Chac Mool experiences in his process of humanization in the passage cited and in the rest of the story.
- Organization contributes to the quality of the response.
- Provides examples that clearly and explicitly support the explanation.
- Contains virtually no irrelevant or erroneous commentary.
- May show insight or originality.

### 4 DEMONSTRATES COMPETENCE

- Explains the changes Chac Mool experiences in his process of humanization in the passage cited and in the rest of the story.
- Organization supports the response.
- Provides examples that support the explanation.
- 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

- Student basically understands and addresses the question.
- Attempts to explain the changes Chac Mool experiences in his process of humanization in the passage cited and in the rest of the story.
- Errors, ambiguity, or incompleteness detract from the quality of the answer.
- Paraphrasing or plot summary outweighs commentary.
- Reader may have to make inferences because the response is not always explicit.
- If the student explains the changes in Chac Mool in the passage cited but not in the rest of the story, or vice versa, discussion must be good to merit a 3.

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### 2 SUGGESTS LACK OF COMPETENCE

- Student has not adequately understood or addressed the question.
- May not address the changes Chac Mool experiences in his process of humanization in the passage cited and in the rest of the story.
- May contain irrelevant comments or significant errors.
- Possibly a prepared overview of Fuentes or “Chac Mool.”
- May consist entirely of paraphrasing or plot summary.
- The reader is forced to make significant inferences.

### 1 DEMONSTRATES LACK OF COMPETENCE

- Student demonstrates a lack of understanding of the question.
- Demonstrates a lack of understanding of the passage cited or the story.
- May demonstrate unfamiliarity with “Chac Mool.”
- Confused, chaotic, or incorrect.

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**Question 3(b): Text Analysis (continued)**

**0 NO CREDIT**

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

**— BLANK RESPONSE**

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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 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 response is comprehensible.
- Limited vocabulary.
- May have numerous errors in conventions of the written language (spelling, accents, punctuation, paragraphing, etc.).

### 2 **WEAK COMMAND**

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

### 1 **INADEQUATE COMMAND**

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

### 0 **NO CREDIT**

- Unintelligible, written in English, or off task.

### — **BLANK RESPONSE**