



AP Spanish Literature 2001 Scoring Guidelines

The materials included in these files are intended for non-commercial use by AP teachers for course and exam preparation; permission for any other use must be sought from the Advanced Placement Program. Teachers may reproduce them, in whole or in part, in limited quantities, for face-to-face teaching purposes but may not mass distribute the materials, electronically or otherwise. These materials and any copies made of them may not be resold, and the copyright notices must be retained as they appear here. This permission does not apply to any third-party copyrights contained herein.

These materials were produced by Educational Testing Service (ETS), which develops and administers the examinations of the Advanced Placement Program for the College Board. The College Board and Educational Testing Service (ETS) are dedicated to the principle of equal opportunity, and their programs, services, and employment policies are guided by that principle.

The College Board is a national nonprofit membership association dedicated to preparing, inspiring, and connecting students to college and opportunity. Founded in 1900, the association is composed of more than 3,900 schools, colleges, universities, and other educational organizations. Each year, the College Board serves over three million students and their parents, 22,000 high schools, and 3,500 colleges, through major programs and services in college admission, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT[®], the PSAT/NMSQT[™], the Advanced Placement Program[®] (AP[®]), and Pacesetter[®]. The College Board is committed to the principles of equity and excellence, and that commitment is embodied in all of its programs, services, activities, and concerns.

Copyright © 2001 by College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, and the acorn logo are registered trademarks of the College Entrance Examination Board.

**AP[®] SPANISH LITERATURE
2001 SCORING GUIDELINES**

QUESTION 1: Análisis de poesía

9 DEMONSTRATES SUPERIORITY

A very well-developed essay that illustrates the relationship between the poem's title and its content. Provides an accurate and thorough analysis of the poetic language and devices used. Demonstrates insight; may show originality. Reader has no doubt that the student possesses a superior understanding of the poem and the question.

7-8 DEMONSTRATES COMPETENCE

A well-developed essay that illustrates the relationship between the poem's title and its content. Provides a good analysis of the poetic language and devices used. Textual analysis outweighs description and paraphrasing. 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. In order to merit a 7, the essay must include some treatment of poetic language and devices.

5-6 SUGGESTS COMPETENCE

Student basically understands the question and the poem, but the essay is not always well focused. Description and paraphrasing outweigh textual analysis. Erroneous statements intrude and weaken the overall quality of the essay. A good essay on the relationship between the title of the poem and its content that does not address poetic language and devices may fall into this category.

3-4 SUGGESTS LACK OF COMPETENCE

Essay conveys a limited understanding of the poem or the question. Poorly organized, focus wanders, comments are sketchy. Irrelevant comments may predominate. May contain major errors of interpretation. Essay is so general as to suggest that the student has not understood the question or the poem.

1-2 DEMONSTRATES LACK OF COMPETENCE

Essay is chaotic, confused, incorrect. Reader is left with the certainty that the student has not understood the question or the poem.

0 Response is on task but is so brief or so poorly written as to be meaningless, or may be written in English, blank, or completely off-task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

**AP[®] SPANISH LITERATURE
2001 SCORING GUIDELINES**

QUESTION 2: Jorge Luis Borges

9 DEMONSTRATES SUPERIORITY

A very well-developed essay that provides a clear and thorough analysis of Borges' treatment of violence in a minimum of two works. Demonstrates insight; may show originality. Uses appropriate examples with virtually no irrelevant or erroneous information. Leaves no doubt in the reader's mind that the essay has convincingly demonstrated how the author deals with the theme of violence in the works discussed.

7-8 DEMONSTRATES COMPETENCE

A well-developed essay that provides a strong analysis of Borges' treatment of violence in a minimum of two works. Reveals some insight and analytic ability. Analysis outweighs description, and any plot summary present serves to illustrate how the author deals with violence in the works selected. May contain some erroneous information, but errors do not affect the overall quality of the essay. Reader may need to make occasional inferences because the response is not always sufficiently explicit.

5-6 SUGGESTS COMPETENCE

Plot summary outweighs analysis. Relatively superficial commentary. Student basically understands the question, but the essay is not always well focused or developed. May contain errors of fact or interpretation that detract from the overall quality of the essay. Significant inferences are needed because the response is not always explicit. If the essay addresses only one text, the treatment of it must be good to merit a 5.

3-4 SUGGESTS LACK OF COMPETENCE

Poorly organized essay; focus wanders. Sketchy. Limited understanding of the question. May consist almost entirely of plot summary with no analysis. Irrelevant comments may predominate. Possible prepared overview of Jorge Luis Borges with limited connection to the topic. May contain major errors or be so general as to suggest that the student is unable to deal competently with the question.

1-2 DEMONSTRATES LACK OF COMPETENCE

Essay is chaotic, confused, incorrect. Reader is left with the certainty that the student has not understood the question or the author's texts.

0 Response is on task but is so brief or so poorly written as to be meaningless, or may be written in English, blank, or completely off-task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

**AP[®] SPANISH LITERATURE
2001 SCORING GUIDELINES**

QUESTION 3: Miguel de Unamuno

9 DEMONSTRATES SUPERIORITY

A very well-developed essay that analyzes how at least two of Pablo Miguel Carrasco's ideas are reflected in Unamuno's works. Provides specific examples from a minimum of two texts by Unamuno. Demonstrates insight and analytic ability. May show originality. Contains virtually no irrelevant or erroneous information. Leaves no doubt in the reader's mind that the student possesses a superior understanding of how Carrasco's ideas are reflected in at least two of Unamuno's works.

7-8 DEMONSTRATES COMPETENCE

A well-developed essay that analyzes how at least two of Pablo Miguel Carrasco's ideas are reflected in Unamuno's works. Provides specific examples from a minimum of two works by Unamuno. Shows some insight and analytic ability. Analysis outweighs description. Any plot summary present serves to illustrate the connection between Carrasco's ideas and the works discussed. May contain some erroneous information, but errors do not affect the overall quality of the essay. Reader may need to make some inferences because the response is not always sufficiently explicit.

5-6 SUGGESTS COMPETENCE

The essay reveals a basic understanding of the quotation and the question. Relatively superficial commentary that is not always well focused or developed. May contain errors of fact or interpretation that detract from the overall quality of the essay. Plot summary outweighs analysis. If the essay addresses only one work or idea, the treatment must be good to merit a 5.

3-4 SUGGESTS LACK OF COMPETENCE

Limited understanding of the quotation or the question. Poorly organized essay; focus wanders. Sketchy. May consist almost entirely of plot summary with no analysis. Irrelevant comments may predominate. Possible prepared overview of Unamuno with limited connection to the Carrasco quotation. May contain major errors or be so general as to suggest that the student is unable to deal competently with the question.

1-2 DEMONSTRATES LACK OF COMPETENCE

Essay is chaotic, confused, incorrect. Reader is left with the certainty that the student has not understood the question or the author's texts.

0 Response is on task but is so brief or so poorly written as to be meaningless, or may be written in English, blank, or completely off-task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

AP[®] SPANISH LITERATURE 2001 SCORING GUIDELINES

LANGUAGE RUBRICS

The AP Spanish Literature Examination tests the ability of students to “write well-organized essays in correct and idiomatic Spanish.” These rubrics are designed to guide consultants in assessing **the degree to which language usage effectively communicates an appropriate response to the question**. All criteria should be taken into account in categorizing the student’s command of the written language as related to each literature question.

5 Demonstrates Very Good Command of Language Usage to Communicate Effectively an Appropriate Response to the Question

- Language usage very effectively communicates an appropriate response to the question.
- A few errors may occur in grammatical structures.
- Very good use of vocabulary.
- Very good control of the conventions of the written language (spelling, accents, etc.)

4 Demonstrates Good Command of Language Usage to Communicate Effectively an Appropriate Response to the Question

- Language usage effectively communicates an appropriate response to the question.
- Some errors in grammatical structures, but the essay reads smoothly overall.
- Good use of vocabulary.
- Conventions of the written language are generally correct (spelling, accents, etc.)

3 Demonstrates Adequate Command of Language Usage to Communicate Effectively an Appropriate Response to the Question

- Language usage adequately communicates an appropriate response to the question.
- Frequent grammatical errors, but essay is comprehensible.
- Limited but appropriate vocabulary.
- May have numerous errors in spelling and other conventions of the written language.

2 Suggests Lack of Competence of Language Usage to Communicate Effectively an Appropriate Response to the Question

- Language usage inadequately communicates an appropriate response to the question.
- Numerous 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 Demonstrates Lack of Competence of Language Usage to Communicate Effectively an Appropriate Response to the Question

- Language usage fails to communicate an appropriate response to the question.
- Constant grammatical errors that render comprehension difficult.
- Insufficient vocabulary.

0 Unacceptable: Unintelligible, or written in English, or off task.