



AP[®] Spanish Literature 1999 Scoring Guidelines

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AP[®] SPANISH LITERATURE
1999 SCORING GUIDELINES
Question 1 Content Subscore

9 — DEMONSTRATES SUPERIORITY

A very well-developed essay that analyzes the development of an evocation of the past in the poem. Makes appropriate references to the poetic devices and language used. The essay clearly demonstrates insight and analytic ability. May show originality. Reader has no doubt that the student possesses a superior understanding of the material.

7-8 — DEMONSTRATES COMPETENCE

A well-developed essay that analyzes the development of an evocation of the past in the poem. Makes appropriate references to the poetic devices and language 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 devices and language.

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 may intrude. The essay may deal with the past without discussing the development of its evocation in the poem. A good essay on the development of the evocation of the past that does not address poetic devices and language 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, and comments are sketchy. Irrelevant comments may predominate. May contain major errors. Essay may be 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. Written in English. Blank page or response is completely off-task (obscenity, nonsense poetry, drawings, letter to the reader, etc.)

**AP[®] SPANISH LITERATURE
1999 SCORING GUIDELINES
Question 1 Language Subscore**

The 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 supports the content of essays**. 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 SUPPORT ESSAY CONTENT.

- A few errors may occur in grammatical structures.
- Broad range of vocabulary.
- Very good control of the conventions of the written language (spelling, accents, etc.)

4 — DEMONSTRATES GOOD COMMAND OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

- Some errors in grammatical structures.
- Good range of vocabulary.
- Conventions of the written language are generally correct (spelling, accents, etc.)

3 — DEMONSTRATES ADEQUATE COMMAND OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

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

**AP[®] SPANISH LITERATURE
1999 SCORING GUIDELINES**

Question 1 Language Subscore (cont.)

2 — SUGGESTS LACK OF COMPETENCE OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

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

1 — DEMONSTRATES LACK OF COMPETENCE OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

- Constant grammatical errors that render comprehension difficult.
- Insufficient vocabulary

0 — UNACCEPTABLE.

- Unintelligible.
- Written in English.
- Off target.

AP[®] SPANISH LITERATURE
1999 SCORING GUIDELINES
Question 2 Content Subscore

9 — DEMONSTRATES SUPERIORITY

A very well-developed essay that explicitly analyzes **how** at least two works by García Márquez reflect the political or social reality of Latin America. Demonstrates insight and analytic ability. May show originality. Virtually no irrelevant or erroneous information. Strong, thorough treatment of appropriate examples. Leaves no doubt in the reader's mind that the student possesses a superior understanding of how García Márquez reflects the political or social reality of Latin America in the works discussed.

7-8 — DEMONSTRATES COMPETENCE

A well-developed essay that explicitly analyzes **how** at least two works by García Márquez reflect the political or social reality of Latin America. Reveals insight and analytic ability. Analysis outweighs description, and any plot summary present serves to illustrate how the author presents the political or social reality of Latin America in the works selected. May contain some erroneous information, but errors do not affect the overall quality of the essay. Reader must make some inferences because the response is not always sufficiently explicit.

5-6 — SUGGESTS COMPETENCE

Student basically understands the question, but the essay is not always well focused. Relatively superficial commentary. Plot summary outweighs analysis. May contain significant errors of fact or interpretation. If the essay addresses only one work, the treatment 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 García Márquez 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.

**AP[®] SPANISH LITERATURE
1999 SCORING GUIDELINES**

Question 2 Content Subscore (cont.)

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. Written in English. Blank page or response is completely off-task (obscenity, nonsense poetry, drawings, letter to the reader, etc.)

**AP[®] SPANISH LITERATURE
1999 SCORING GUIDELINES**

Question 2 Language Subscore

The 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 supports the content of essays**. 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 SUPPORT ESSAY CONTENT.

- A few errors may occur in grammatical structures.
- Broad range of vocabulary.
- Very good control of the conventions of the written language (spelling, accents, etc.)

4 — DEMONSTRATES GOOD COMMAND OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

- Some errors in grammatical structures.
- Good range of vocabulary.
- Conventions of the written language are generally correct (spelling, accents, etc.)

3 — DEMONSTRATES ADEQUATE COMMAND OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

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

2 — SUGGESTS LACK OF COMPETENCE OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

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

1 — DEMONSTRATES LACK OF COMPETENCE OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

- Constant grammatical errors that render comprehension difficult.
- Insufficient vocabulary

0 — UNACCEPTABLE.

- Unintelligible.
- Written in English.
- Off target.

AP[®] SPANISH LITERATURE
1999 SCORING GUIDELINES
Question 3 Content Subscore

9 — DEMONSTRATES SUPERIORITY

A very well-developed essay that explicitly compares the nature **and** significance of anguish experienced by protagonists in a least one work of each author. Demonstrates insight and analytic ability. May show originality. Virtually no irrelevant or erroneous information. Leaves no doubt in the reader's mind that the student possesses a superior understanding of the nature and significance of suffering experienced by Unamuno's and Matute's protagonists

7-8 — DEMONSTRATES COMPETENCE

A well-developed essay that compares the nature **and** significance of the anguish of **both** authors' protagonists. Shows some insight and analytic ability. Analysis outweighs description, and any plot summary present serves to illustrate the nature and significance of the anguish experienced by **both** authors' protagonists. May contain some erroneous information, but errors do not affect the overall quality of the essay. Reader must make some inferences because the response or the comparison is not always sufficiently explicit.

5-6 — SUGGESTS COMPETENCE

Student basically understands the question, but the essay is not always well focused. There may be an attempt at comparison; the nature **and** the significance of the protagonists' anguish may not be addressed. Relatively superficial commentary. Plot summary outweighs analysis. May contain significant errors of fact or interpretation. If the essay addresses only one author, the treatment 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 one or both authors 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.

AP[®] SPANISH LITERATURE
1999 SCORING GUIDELINES
Question 3 Content Subscore (cont.)

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 authors' texts.

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

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Question 3 Language Subscore

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5 — DEMONSTRATES VERY GOOD COMMAND OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

- A few errors may occur in grammatical structures.
- Broad range of vocabulary.
- Very good control of the conventions of the written language (spelling, accents, etc.)

4 — DEMONSTRATES GOOD COMMAND OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

- Some errors in grammatical structures.
- Good range of vocabulary.
- Conventions of the written language are generally correct (spelling, accents, etc.)

3 — DEMONSTRATES ADEQUATE COMMAND OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

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

2 — SUGGESTS LACK OF COMPETENCE OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

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

1 — DEMONSTRATES LACK OF COMPETENCE OF LANGUAGE USAGE TO SUPPORT ESSAY CONTENT.

- Constant grammatical errors that render comprehension difficult.
- Insufficient vocabulary

0 — UNACCEPTABLE.

- Unintelligible.
- Written in English.
- Off target.