



AP[®] Spanish Literature 2007 Scoring Guidelines

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AP[®] SPANISH LITERATURE 2007 SCORING GUIDELINES

Question 1: Poetry Analysis

9 **Demonstrates Superiority**

- A very well-developed essay that clearly and thoroughly **analyzes** the pessimistic vision of existence presented in the poem.
- Accurately discusses how poetic language and devices are used in the poem to communicate this vision.
- Commentary is supported with specific textual references.
- Demonstrates insight; may show originality.
- 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**

- A well-developed essay that **analyzes** the pessimistic vision of existence presented in the poem.
- Textual analysis outweighs description and paraphrasing.
- Discusses how poetic language and devices are used in the poem to communicate this vision.
- 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 the poetic language and devices used in the poem to merit a 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.
- Erroneous and/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 5.

3–4 **Suggests Lack of Competence**

- Essay is so general as to suggest that the student has not adequately understood the question and/or the poem.
- Poorly organized essay; focus wanders; comments are sketchy.
- May consist almost entirely of paraphrasing.
- May contain prepared overview of Neruda with limited connection to the question.
- 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 is chaotic, confused, or incorrect.
- The response demonstrates that the student has not understood the question or the poem.

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Question 1: Poetry Analysis (continued)

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 2: Thematic Analysis

9 **Demonstrates Superiority**

- A very well-developed essay that convincingly and explicitly **compares** how the two selected works treat the theme of *el destino*.
- Analyzes appropriate examples from the chosen texts to support the response.
- Demonstrates insight; may show originality.
- Virtually no irrelevant or erroneous information.

7–8 **Demonstrates Competence**

- A well-developed essay that specifically **compares** how the two selected works treat the theme of *el destino*.
- Analysis predominates; any plot summary or description serves to support the comparison.
- Provides appropriate examples from the chosen texts 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**

- Attempts to compare how the two selected works treat the theme of *el destino*, but commentary is relatively superficial.
- Plot summary predominates but is connected to the attempted comparison.
- Student basically understands the question and the texts, but the essay is not always well focused or sufficiently developed.
- May contain errors of fact or interpretation that detract from the overall quality of the essay.
- May require significant inferences because the response is not always explicit.
- If the essay deals with two works but does not provide a direct comparison, discussion must be good to merit a 5.

3–4 **Suggests Lack of Competence**

- Essay suggests that the student has not adequately understood the question and/or the texts.
- Essay is poorly organized; focus wanders; comments are sketchy.
- May consist almost entirely of plot summary.
- Erroneous or no comparison.
- May deal with only one work.
- Irrelevant comments may predominate.
- Possible prepared overview of the texts 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 is chaotic, confused, or incorrect.
- The response demonstrates a lack of understanding of the question or unfamiliarity with the works chosen.

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Question 2: Thematic Analysis (continued)

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: Text Analysis

9 Demonstrates Superiority

- A very well-developed essay that clearly and thoroughly **analyzes** how the ideas expressed in the quotation are reflected in Tirso's *El burlador de Sevilla y convidado de piedra*.
- Integrates appropriate examples from *El burlador* into the essay.
- Demonstrates insight; may show originality.
- Virtually no irrelevant or erroneous information.
- Reveals an exceptional understanding of the relevance of the ideas in the cited passage to *El burlador*.

7–8 Demonstrates Competence

- A well-developed essay that **analyzes** how the ideas expressed in the quotation are reflected in *El burlador de Sevilla*.
- Provides appropriate examples from the text.
- May reveal some insight or originality.
- Analysis outweighs description or enumeration; any plot summary serves to illustrate how the ideas expressed in the quotation are reflected in *El burlador de Sevilla*.
- The reader may need to make occasional inferences because the response is not always sufficiently explicit.
- May contain some erroneous information, but errors do not detract from the overall quality of the essay.
- The essay must **analyze** how two or more ideas from the quotation are reflected in *El burlador*.

5–6 Suggests Competence

- Plot summary and/or enumeration outweigh analysis; relatively superficial commentary.
 - Student essentially understands the question, the quotation, and *El burlador*, but the essay is not well focused or sufficiently developed.
 - May contain errors of fact or interpretation that detract from the overall quality of the essay.
 - May require significant inferences because the response is not always explicit.
 - If the student analyzes how only one idea from the quotation is reflected in *El burlador*, the discussion must be good to merit a 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 quotation or *El burlador*, and is unable to deal competently with the question.
- Essay is poorly organized; focus wanders; comments are sketchy.
- May consist almost entirely of plot summary with little or no connection to the quotation, or may restate the question and/or the quotation.
- Irrelevant comments may predominate.
- Possible prepared overview of *El burlador* with limited connection to the quotation.
- May contain major errors that undermine the overall quality of the essay.

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Question 3: Text Analysis (continued)

1–2 **Demonstrates Lack of Competence**

- Essay is chaotic, confused, or incorrect.
- The response demonstrates a lack of understanding of the question or the quotation or unfamiliarity with *El burlador*.

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.