



AP[®] Spanish Literature 2002 Scoring Commentary

The materials included in these files are intended for use by AP teachers for course and exam preparation in the classroom; 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 4,200 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[®], and the Advanced Placement Program[®] (AP[®]). 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 © 2002 by College Entrance Examination Board. All rights reserved. College Board, Advanced Placement Program, AP, SAT, and the acorn logo are registered trademarks of the College Entrance Examination Board. APIEL is a trademark owned by the College Entrance Examination Board. PSAT/NMSQT is a registered trademark jointly owned by the College Entrance Examination Board and the National Merit Scholarship Corporation. Educational Testing Service and ETS are registered trademarks of Educational Testing Service.

**AP[®] SPANISH LITERATURE
2002 SCORING COMMENTARY**

<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #1 (Poetry)	BB	Content: 8 Language: 5	<p>Content: This well-developed essay earned a score of 8 because it demonstrates competence in its treatment of the question and the poem. The essay is analytical throughout. The introduction is thorough and immediately addresses the power of words to create personal and social change. It develops the idea of the debate (“forma dialéctica”, “diálogo”), incorporating a well-supported argument based on the contrast between dreams and reality. The essay quotes specifically and appropriately from the poem to support the argument that “las palabras nos permiten probar los límites de la capacidad humana para cambiar el mundo, para combinar los sueños de ‘más vida’, ‘más libres’, con la realidad.” The observation regarding the synthesis that emerges from the dialectic between “razon” and “sueño” is insightful. Although it implies the use of poetic devices by use of examples, the essay does not make specific references to the appropriate terminology. A more explicit discussion of poetic form and devices and a more developed conclusion would have justified a higher score.</p> <p>Use of Language to Communicate Effectively an Appropriate Response to the Question: This essay demonstrates very good command of language usage to communicate effectively an appropriate response. Despite some errors of agreement, the grammatical and syntactical structures are correct, and the vocabulary is varied. The student has very good control of the conventions of the written language.</p>
Question #1 (Poetry)	P	Content: 6 Language: 4	<p>Content: This essay suggests competence and earned a score of 6. Although the student basically understands the question and the poem, the essay is not always well focused. It addresses the issue of words and their power to transform the world but falls short of actual textual analysis, speaking instead in generalities: “Las palabras son nuestras guías en la vida porque por ellas nos comunicamos y es la influencia que contienen que nos hacen crear nuestras opiniones (sic).” The essay offers an extensive list of poetic devices (syllables, rhyme, encabalgamiento, personification, metaphor, simile); some, however, are explained incorrectly (rima consonante) or are not sufficiently integrated into the discussion of the poem. The student does not recognize both sides of the debate and makes some analytical statements (“las palabras [son] como ejército listas para pelear . . . la guerra del cambio”). The conclusion is also relevant: “[Las palabras] son quienes tienen el poder del cambio, pero somos nosotros los útiles necesitados para hacerlo.” Greater cohesion and focus would enable this essay to achieve a higher score.</p> <p>Use of Language to Communicate Effectively an Appropriate Response to the Question: This essay demonstrates good command of language usage to communicate effectively an appropriate response. Errors are limited to misspellings and improperly placed or missing accents. Vocabulary is varied although a few words are used erroneously (“nosotros somos los útiles...”). Overall, the essay reads smoothly.</p>

**AP[®] SPANISH LITERATURE
2002 SCORING COMMENTARY**

<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #1 (Poetry)	B	Content: 2 Language: 2	<p>Content: This essay demonstrates a lack of competence in dealing with both the question and the poem and therefore earned a score of 2. The student tries to present an organized essay consisting of an introduction, body, and conclusion. However, this attempt is not supported by a meaningful discussion of the power of language to transform the world. The introduction merely reiterates the question. In the second paragraph, which serves as the body of the essay, there is some mention of poetic devices (encabalgamiento, rima mixta) but they are not related to the content of the poem. The conclusion repeats the paraphrasing found in the introduction and is, moreover, incorrect: “En conclusion, podemos decir que José Angel es un autor que en su poema inutilmente no solo nos expresa la transformacion que para él hace el lenguaje poético en sus obras sino que también nos hace a nosotros mismos descubrir dichos aspectos.” The reader is left with the certainty that the student is unable to deal competently with Valente’s text or the question.</p> <p>Use of Language to Communicate Effectively an Appropriate Response to the Question: Language usage in this essay suggests a lack of competence in communicating an appropriate response to the question. While grammatical structures and orthographic conventions are generally correct, the essay is repetitive and vocabulary is limited. As the essay is confused and incorrect, the score of 2 in language usage reflects this inadequate response.</p>

**AP[®] SPANISH LITERATURE
2002 SCORING COMMENTARY**

<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #2 (Jorge Luis Borges)	Y	Content: 9 Language: 5	<p>Content: This very well developed and organized essay clearly demonstrates superiority and earned a score of 9. It contains no erroneous or irrelevant information. The student’s understanding of how individuals in Borges’ works fail in their attempt to understand the universe on a metaphysical level is supported by a strong analysis of “La biblioteca de Babel.” It shows originality in the premise that “la guía”, a metaphor of the creator, does not contain the clues needed to understand the universe: “ni siquiera él ha sido capaz de encontrar el sentido del universo en el que él mismo habita.” Additionally, the student shows insight in the discussion of “El jardín de los senderos que se bifurcan”, equating metaphorically the role of the spy Yu Tsun in the labyrinth with that of the individual who fails to understand the rules of the universe. This essay convincingly demonstrates how individuals in Borges’s works fail in their attempt to understand the universe.</p> <p>Use of Language to Communicate Effectively an Appropriate Response to the Question: The excellent command of the language used in this essay communicates effectively an appropriate response to the question and it merits a score of 5. There are virtually no errors in grammatical structures, very good use of rich, varied vocabulary (“indagar,” “desconcertante,” “inquietante”) and transitional phrases (“Es así que...,” “De manera que,” “Ya sea por”). A few errors in the conventions of the written language (“vemos como (sic) éste (sic) personaje”) do not interfere with an effective communication of an appropriate response to the question.</p>
Question #2 (Jorge Luis Borges)	CC	Content: 5 Language: 3	<p>Content: This essay suggests competence and merits a score of 5. The analysis of how individuals in Borges’ works fail in their attempt to understand the universe is superficial and contains irrelevant or erroneous comments that detract from the overall quality of the essay: “En El milagro secreto (sic) Jaromir, un autor judía, ... fracasa a comprender el universo por su fracaso a negar su destino – su muerto por las manos de los Nazis.” The treatment of “El aleph” lists concrete references (“el amor y el odio”, “los caballos en una playa,” “y todo más en el universo”) that identify the aleph as a symbol of the universe and the student does recognize that this symbol cannot help people understand the universe: “tiene tan mucho para las mentes del ser humano.” More explicit analysis of the treatment of how individuals fail to understand the universe and a stronger conclusion would have justified a higher score.</p> <p>Use of Language to Communicate Effectively an Appropriate Response to the Question: Language usage adequately communicates an appropriate response to the question and earned a score of 3. The vocabulary is limited and repetitive and there are frequent grammatical errors (“gente pueden ver todo el universo,” “el fracaso...a hacer sentido del mundo”). Nevertheless, the essay is comprehensible.</p>

**AP[®] SPANISH LITERATURE
2002 SCORING COMMENTARY**

<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #2 (Jorge Luis Borges)	O	Content: 3 Language: 3	<p>Content: This essay suggests lack of competence because the student has not adequately understood the question and earned a score of 3. The essay deals with two of Borges' works, suggesting that the student is familiar with the author's texts. However, the treatment of "Emma Zunz" and "El muerto" suggests a possible prepared overview of Borges' works. The essay consists mostly of plot summary with limited connection to how individuals fail in their attempt to understand the universe: "La literatura Borgiana trata con el laberinto de la vida y la fantasia, no la realidad." Had the essay dealt with the characters' attempt to understand the universe rather than their struggle for power, the essay would have merited a higher score.</p> <p>Use of Language to Communicate Effectively an Appropriate Response to the Question: Language usage adequately communicates an appropriate response to the question and thus merits a 3. Despite some grammatical errors ("si hubieran entendidose," "el fracaso se ve en Emma porque guarde un secreto"), and numerous errors in spelling ("quisas", "acabara", "tomo"), the essay is comprehensible.</p>
Question #3 (Miguel de Unamuno)	DD	Content: 8 Language: 4	<p>Content: This well-developed and well-organized essay demonstrates competence in its treatment of the cited passage as representative of Unamuno's thematic concerns and merits a score of 8. It uses appropriate references to "San Manuel Bueno, mártir" and <i>Niebla</i> that exemplify the preoccupations expressed in the excerpt ("crisis existencial", "dudas", "ficción"). The essay shows some insight and originality in linking questions about existence to the search for truth, particularly absolute truth. Erroneous interpretations occasionally intrude. For instance, "Porque Pérez no está de acuerdo, Unamuno decide a morirlo" and "Manuel ... busca la verdad." More precise commentary on the two texts, free of misreadings, would justify a higher score.</p> <p>Use of Language to Communicate Effectively an Appropriate Response to the Question: Overall, this essay demonstrates good command of language usage to communicate effectively an appropriate response to the question and earned a score of 4. There is good use of vocabulary, and the conventions of writing are generally correct. Some errors of usage intrude ("desde" in lieu of "ya que" or "puesto que"), as does occasionally garbled syntax ("causa a él tener una crisis").</p>

**AP[®] SPANISH LITERATURE
2002 SCORING COMMENTARY**

<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #3 (Miguel de Unamuno)	E	Content: 5 Language: 3	<p>Content: This student shows a basic understanding of the quotation and the question, but the essay is not sufficiently developed and therefore earned a score of 5. It refers to a novel and a poem, but the comments on <i>Niebla</i> are confused, and the name of the main character is incorrect. Comments on “La oración del ateo” are more to the point, although sketchy. Comments throughout the essay are, in fact, unclear and call for significant inference on the part of the reader. The conclusion points to only one facet of the issues raised in the quotation. The essay suggests, but does not demonstrate, competence. If the limited insights shown here had been better developed, the essay would have merited a higher score.</p> <p>Use of Language to Communicate Effectively an Appropriate Response to the Question: Language usage adequately communicates an appropriate response to the question. However, some mistakes in usage and numerous errors in spelling and accentuation (“Aque” for “Aquí,” “conclusion” for “conclusión”) detract from the flow of the narrative. Vocabulary is limited.</p>
Question #3 (Miguel de Unamuno)	GG	Content: 3 Language: 2	<p>Content: This essay suggests a lack of competence in analyzing how the cited passage is representative of Unamuno’s thematic concerns and earned a score of 3; the answer indicates an inadequate understanding of the question. The essay tries unsuccessfully to deal with two works by Unamuno. The opening paragraph is not related to the question. The remainder of the essay touches slightly on the thematic concerns found in the passage from <i>El hermano Juan</i> that are typical of the author’s preoccupations—for instance, the mention of life (i.e., existence) after death in the discussion of “San Manuel Bueno, mártir”—but there is no cogent development of this idea. The discussion of faith is tangential and may indeed represent a prepared overview. Better organization and the inclusion of commentary that is relevant would have earned this essay a higher score.</p> <p>Use of Language to Communicate Effectively an Appropriate Response to the Question: This essay suggests a lack of competence of language usage to communicate effectively an appropriate response and therefore earned a score of 2. The misuse of language significantly interferes with adequate communication of the content and the reader must supply inferences. Grammatical errors are numerous: “la famosa forma de pensando de Unamuno”, “Augustus es personaje que Unamuno tiene todo controlar”, “Los acciones de Augustus actualmente representa Unamuno”, “en cada línea es creciendo de dudar.” There are also numerous spelling errors (“suicidio”, “reafirmación”, “abilidad”).</p>