



AP[®] Spanish Literature 2004 Scoring Commentary

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**AP[®] SPANISH LITERATURE
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Poetry Analysis

Sample: I

Content Score: 8

This well-organized essay demonstrates competence in analyzing how youth is celebrated in the poem; it earned a score of 8. The essay integrates an insightful analysis of the celebration of youth with discussion of poetic language and devices. Despite the incorrect reference to a metaphor (“vamos a ser felices [...] gorriones”), the explanation that follows identifies the trope as a comparison. There is also a perceptive recognition of water as a symbol of youth’s innocence and purity. Textual analysis outweighs description; some inferences, however, are necessary. The student shows some originality by relating the use of commas and periods to the “ritmo corto” of the poem. Had the student analyzed more thoroughly the use of poetic language and devices, the essay would have merited a higher score.

Language Score: 4

There is good language usage to effectively support an appropriate response to the question, thus meriting a score of 4. There are some errors in the use of accents (“poetico,” “epoca,” “tambien,” “metafora”) and occasional interference with English (“depictar,” “commas”), but these do not detract from the overall readability of the essay.

Sample: D

Content Score: 7

This well-organized essay demonstrates competence in analyzing how youth is celebrated in the poem; it earned a score of 7. The essay contains occasional errors of interpretation: “la juventud está basada en la humildad” and “La apariencia física es parte de la juventud.” However, the student effectively relates content and poetic form through clear and accurate references to poetic language and devices (“imagen,” “personificación,” “enumeración”). Knowledge of poetic form is also reflected in the identification of “rima asonante” and “versos de arte mayor.” Textual analysis outweighs description and paraphrasing, and there is evidence of insight in comments such as “El autor nos da esta imagen para decirnos que ellos son jóvenes y que pueden hacer cosas que una persona mayor no lo haría...” Occasional inferences are needed (for instance, to link “el qué dirán” to verses 2-4). A more thorough analytical discussion of the poem’s content and poetic language and devices would have resulted in a higher score.

Language Score: 5

Language use effectively supports an appropriate response to the question. Aside from occasional omitted accents (“jovenes,” “demostrandonos”), misuse of the gerund form (“saliendo”), and spelling errors (“persofinación”), language use is very good and merits a score of 5.

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Poetry Analysis (cont'd.)

Sample: BB

Content Score: 5

This essay suggests competence because it shows that the student essentially understands the question and the poem; it earned a score of 5. Although the student captures the main idea of the poem, that “no importa si tienes dinero o no, mientras estés lleno de vida, juventud y amor,” the essay places too much emphasis on the theme of love instead of youth. Some inferences are needed, particularly with statements such as “la edad y el dinero no importa. Estas dos cosas no detienen la capacidad de estar enamorado.” “Hiperbole” is erroneously identified, and the connection between “encabalgamiento” and the poem’s content is unconvincing. Had the student analyzed and discussed more fully the celebration of youth and correctly identified the use of poetic devices, the essay would have merited a higher score.

Language Score: 3

In this essay, language usage to support an appropriate response to the question is good, thus earning a score of 3. There are infrequent errors in grammatical structures (“seguridad en el de saber”), some spelling mistakes (“capacidad,” “siguan”), and the omission of several accents (“hiperbole,” “jovenes,” “union”). These errors, however, do not detract from the overall readability of the essay. Had the language supported a more appropriate response to the question, it would have merited a higher score.

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Thematic Analysis

Sample: Z

Content Score: 8

This essay clearly demonstrates competence and thus earns a score of 8. It begins with an introduction that includes perceptive references to works outside Hispanic literature—certainly not a requirement for this question—and then presents the fundamental contrast that will be discussed (“Ambos escritoras describen el dolor de la mujer, pero en sus obras las voces de las mujeres son muy diferentes”). The body of the essay gives a well-developed treatment of this topic: Similarities and differences are presented clearly, and the use of comparative words and expressions (“En contraste,” “en cambio,” “mientras”) shows the coherence of the argument. Insight and originality are evident in the reference to the symbol of the emotional cage (“jaula psicológica”) and the distinction between the activist nature of Sor Juana’s poetic voice and the passivity of Pardo Bazán’s Ildara. The essay is long but not repetitive. However, some inferences are necessary because the response is not always sufficiently explicit, and the focus of the paragraph that begins the discussion of women’s voices (“La gran diferencia entre estas dos obras...”) unnecessarily shifts back to the cage symbol in a parenthetical phrase (“en realidad, si ella se fue...”). For the essay to have earned a higher score, the introduction would have had to be more focused and the structure of the first half of the essay as well integrated as that of the second half, i.e., organized by theme instead of by work.

Language Score: 4

The language usage in this essay supports content well and merits a score of 4. Although there are errors in gender (“ambos escritoras,” “un imagen,” “las mujeres no van a estar atrapados”), the vocabulary is varied and generally appropriate (“desigualdad,” “pecadora,” “libertad”). Despite some errors (“escensia,” “pecadora y inocenta,” “satisficar”), spelling and accentuation are generally correct. Grammar errors (“la mujer no puede gustar el hombre”) do not detract from the readability of the essay.

Sample: G

Content Score: 7

This essay demonstrates competence and merits a score of 7. The introductory paragraph presents the themes that will be discussed (“el abuso físico, emocional y la falta de la libertad que sufrían las mujeres”). The body of the essay is organized by theme instead of by work, and throughout the discussion the student demonstrates good knowledge and integration of the two works chosen. The examples of physical and emotional abuse taken from *El burlador* are appropriate for the student’s argument; however, they are limited to the beginning of the play. The conclusion that Don Juan gets away with his bad behavior is contradicted by the end of *El burlador*. The themes of physical and emotional abuse in “Las medias rojas” are related to Ildara’s lack of freedom and then linked to the discussion of *El burlador*. The conclusion essentially repeats the introductory paragraph. In order to earn a higher score, the essay would have to discuss *El burlador* more completely and also avoid repeating the conclusion that women are deprived of happiness and freedom, while men’s bad behavior goes unpunished.

Language Score: 5

Language usage is very good in supporting content and thus earns a score of 5. Although there are a few errors in accentuation (“el,” “paso”) and spelling (“plasca,” “si no”), the vocabulary is varied and accurate (“vida solitaria,” “van de la mano,” “cuida la vejez,” “lidiar con”) and the overall essay reads very well. There are virtually no grammatical errors.

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Thematic Analysis (cont'd.)

Sample: AA

Content Score: 5

This essay suggests competence and thus earns a score of 5. It does not have a true introductory paragraph but rather presents the theme to be discussed (“maltratamientos hacia las mujeres”) in the opening line of the discussion of *El burlador de Sevilla*. The body of the essay is unbalanced: plot summary predominates and the discussion of *El burlador* outweighs that of “Las medias rojas.” However, the student does understand the question and the texts chosen and attempts a basic comparison of the theme of abuse at the end of the essay (“[el tío Clodio] lo expresa de una manera extrema y violento, mientras Don Juan la esconde bajo el disfraz de unas promesas de matrimonio.”). Significant inferences are required throughout the essay. Better organization and treatment of the comparison would have resulted in a higher score.

Language Score: 4

Language usage earned a score of 4. There are very few grammar errors (“él les quitan la honra,” “por atreverse de no seguir,” “el cuento trata con los hombres”); vocabulary is appropriate and on occasion advanced (“hallar,” “arrepentirse,” “vínculo sagrado,” “humildad”). There are a few errors in accentuation (“Ésto,” “quizas,” “comun”), but in general the student shows good control of the conventions of the written language. Had the language usage supported a better response to the question, it would have merited a higher score.

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Text Analysis

Sample: X

Content (a) Score: 3

This response earned a score of 3 because it suggests competence. The student has basically understood and addressed the role of the narrator in the question and the passage cited. The response appropriately points out that the narrator's role is to explain the cultural meaning of the phrase "Esto vale tanto como el alacrán de Fray Gómez," "información necesaria para poder entender la tradición detras de la frase." There is an attempt to show how the narrator makes the life of Fray Gómez more believable, but the reader is forced to make an inference: "El que el narrador tenga el entendimiento de la vida de fray Gómez hace que su narrativa sea un poco mas aceptada por el lector." The response would have merited a higher score had the student addressed the question and the passage cited more clearly.

Content (b) Score: 3

The response suggests competence and merits a score of 3. The student demonstrates some familiarity with the rest of the story and establishes a connection between the introduction of the phrase "Esto vale tanto como el alacrán de fray Gómez" in the cited passage and the description of Fray Gomez's miracles ("con una descripción de la vida de Fray Gómez y los milagros que el ha hecho"). The response notes the descriptive style of the rest of the story and, like the passage, its division into parts. However, the discussion is general at best. Had the response been more complete and had it more closely related the style of the cited passage to the remainder of the work, it would have received a higher score.

Language Score: 3

Language usage adequately supports a response to the question and merited a score of 3. The response is comprehensible and contains relatively few grammatical errors ("la historia de el lego"). The vocabulary is appropriate but limited and repetitive ("describir," "descripcion"), and it contains numerous errors of spelling and other conventions of the written language ("combierte," "estubiera," "economicante," "narativa"). Had the language usage supported a better response to the question, it would have merited a higher score.

Sample: L

Content (a) Score: 5

The response to question (a) is integrated into a commentary that addresses (a) and (b) simultaneously. The part that applies to (a) merits a score of 5 because it provides a clear and accurate analysis of the role/function of the narrator in the passage from "El alacrán de Fray Gómez." It introduces the topic from the onset, with the insightful comment that the narrator's "meta" is to make "parecer verdad una historia de ficción." The response proceeds to elaborate on this idea systematically, commenting on the informal manner that the narrator uses in addressing his audience. It goes on to discuss the story's purpose of explaining the "dicho." There are insightful and original ideas; for example, "[Palma] trató de añadir el sentido de que la historia pudiera ser verdad, tal vez el cuento pasado por los testigos de tal acontecimiento" and "El narrador no pretende ser omnisciente, y así tenemos su versión de cuento como de verdad lo hubiera visto." Moreover, the response contains a large variety of examples and quotes; it is organized and presents a well-stated conclusion that integrates and synthesizes all the ideas stated throughout the essay. The response clearly demonstrates superiority.

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Text Analysis (cont'd.)

Content (b) Score: 4

The response to question (b) is integrated into a commentary that addresses (a) and (b) simultaneously and it merits a score of 4. It discusses the style of the passage competently, as evidenced by the mention of the use of dialogue as a vehicle to convince the reader and by use of details and facts to create veracity. The response includes a large variety of examples and quotes from the story. There are some original ideas (“sus observaciones durante la historia nos permite observar la escena a la misma vez que el narrador lo observa”). The response is weakened, however, by occasional ambiguity, e.g., “Esta información sirve como una pista para que el lector sepa que ya queda evidencia y que Fray Gómez de verdad ha vivido.” Greater clarity and/or thoroughness would have resulted in a higher score.

Language Score: 5

Language usage in support of an appropriate response to the question merits a score of 5. Notwithstanding some grammatical errors (“como nos hubiera a explicar una verdad”), the student demonstrates a command of complex sentence structures (“para que el lector sepa que ya queda evidencia y que Fray Gómez de verdad ha vivido”) and advanced vocabulary (“meta,” “destacarse,” “colocar,” “pista”). There is very good control of the conventions of the written language.

Sample: W

Content (a) Score: 4

The response clearly demonstrates competence and merits a score of 4. It addresses the question from the start: “El papel del narrador en este fragmento sirve para establecer el cuento y empieza a desarrollar los temas y los personajes.” It goes on to describe a variety of functions of the narrator in a manner that shows some analysis (“El narrador empieza el cuento como está hablando al lector” and “Los detalles pequeños y diarios ... crea un mundo que es muy real”). It treats the question by discussing several narrative functions: to develop characters, to establish a dialogue with the reader, to create a “real” world, to present “una tradición mágica,” and to serve as “presagio” of the story’s outcome. The response also refers to a few specific examples and quotes from the story to substantiate the ideas. Although the response has no errors of fact or interpretation, it has several unclear statements (e.g., “El narrador es más casual e informal y presenta el lector con una tradición mágica sobre los poderes increíbles de Fray Gómez”). Had the response shown more cohesion and synthesis, it would have merited a higher score.

Content (b) Score: 4

The response addresses the question competently and merits a score of 4. It discusses several aspects of the style (“[estilo] informal pero honesto y sincero, de un narrador que habla de que él sabe sin juzgando”). It also links the legend of the “alacrán” to reality and contains several analytic assertions: “El estilo es tan sutil que es difícil para definir la diferencia entre los dos.” The response does not explicitly establish a relationship between the cited passage and the rest of the story. With more development of the connection between specific stylistic elements and the truth/myth dichotomy, the response would have merited a higher score.

Language Score: 4

Good language usage supports an appropriate response, thus meriting a score of 4. Even though the answers contain some grammatical errors, both are comprehensible, have appropriate vocabulary usage, and demonstrate adequate control of written language conventions.