

**AP[®] SPANISH LITERATURE
2006 SCORING GUIDELINES**

Question 3(a): Text Analysis

5 Demonstrates Superiority

- Accurate and thorough analysis of the effect of the use of mythological and historical references in the cited passage.
- Organization contributes to the quality of the response.
- Virtually no erroneous or irrelevant commentary.
- May show insight or originality.
- Clearly demonstrates superiority.

4 Demonstrates Competence

- Some analysis of the effect of the use of mythological and historical references in the cited passage.
- May contain some errors of fact or interpretation, but these do not significantly affect the overall quality of the response.
- Clearly demonstrates competence.

3 Suggests Competence

- Attempts to analyze the effect of the use of mythological and historical references.
- Basically understands and addresses the question and the cited passage.
- Errors, ambiguity, and/or incompleteness detract from the quality of the response.
- Paraphrasing may predominate.
- Reader may have to make some inferences.

2 Suggests Lack of Competence

- Student has not adequately understood the question and/or the cited passage.
- May contain irrelevant comments, serious omissions, or major errors.
- May contain prepared overview of Rubén Darío or “A Roosevelt.”
- The reader is forced to make significant inferences.
- The response, at best, is weak.

1 Demonstrates Lack of Competence

- Fails to address the question in any meaningful way.
- May consist entirely of paraphrasing or summary of the poem.
- Incorrect interpretation not supported by the cited passage.

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.).

Note: Content scores for question 3 (3a and/or 3b) may each be lowered by one category when the student has not written two separate responses.

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Question 3(b): Text Analysis

5 Demonstrates Superiority

- Accurate and thorough explanation of the title's meaning as it relates to the cited verses.
- Organization contributes to the quality of the response.
- Virtually no erroneous or irrelevant commentary.
- May show insight or originality.
- Clearly demonstrates superiority.

4 Demonstrates Competence

- Convincing explanation of the title's meaning as it relates to the cited verses.
- May contain minor errors of fact or interpretation, but they do not significantly affect the overall quality of the response.
- Clearly demonstrates competence.

3 Suggests Competence

- Attempts to explain the title's meaning as related to the cited verses.
- Basically understands and addresses the question and the cited verses.
- Errors, ambiguity, and/or incompleteness detract from the quality of the response.
- Reader may have to make inferences.

2 Suggests Lack of Competence

- Attempts to answer the question but does not do so adequately.
- Paraphrasing or summary of the poem outweighs commentary.
- May contain irrelevant comments, serious omissions, or major errors.
- May contain prepared overview of Rubén Darío or "A Roosevelt."
- The reader is forced to make significant inferences.
- The response, at best, is weak.

1 Demonstrates Lack of Competence

- Fails to address the question in any meaningful way.
- May consist entirely of paraphrasing or summary of the poem.
- Incorrect interpretation not supported by verses 13–22.

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.).

Note: Content scores for question 3 (3a and/or 3b) may each be lowered by one category when the student has not written two separate responses.

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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.

Note: Both responses to question 3 receive one single language score.

Write in the box the number of the question you are answering on this page as it is designated in the examination.

3

la historia de estos personajes esto es una prueba del valor y el coraje de los pueblos Americanos, ya que Guatemoc se resistió a la ~~esta~~ horrenda tortura de ~~ser quemado~~ ser quemados sus pies ~~sin pronunciar gemido alguno de dolor.~~ sin pronunciar gemido alguno de dolor. A través de estos ejemplos queda clara como Ruben Darío se vale de la alegoría y los personajes de la mitología y la historia para demostrar su orgullo por ~~los~~ las fieras hispanas.

(B) El poema es titulado "A Roosevelt" porque se trata de ~~una~~ un desafío y una ^{directa} advertencia al entonces presidente de los Estados Unidos. Ruben Darío dirige su poema a este personaje en respuesta a la guerra entre España y los Estados Unidos de ~~1898~~ 1898 por el control de Cuba y le advierte que aunque ~~sea~~ su país ~~es~~ este mejor armado y sea más rico y poderoso, jamás podrá conquistar al pueblo Latino.

Este mensaje está claramente expresado en los versos 15 - 23. Por ejemplo, en el verso 17 dice: "¡Fueled cuidado. ¡Vive la América Española!" ~~en~~ en lo que supone una clara advertencia contra el pueblo Anglo Sajón.

En el verso 18 ~~de~~ ~~se~~ declara que "hay mil cachorros sueltos del León Español", refiriéndose no solo a la fuerza y majestuosidad de la Antigua España, sino también al hecho de que los herederos de esta fuerza "viven", y andan "sueños", en otras palabras, le está diciendo a Roosevelt que las colonias españolas no están bajo su control y sugiriendo que un día estos "cachorros" pueden convertirse en ^{terribles leonas.} ~~leonas~~. Sin embargo la declaración

3

Write in the box the number of the question you are answering on this page as it is designated in the examination.

más directa del significado del título se da en los
~~versos~~ últimos ~~versos~~ cuatro versos. En estas
Rubén Darío dice explícitamente a Theodore Roosevelt
que para conquistar al pueblo latino se necesitaría ser verdaderamente
"el Rifletero terrible y el fuerte Cazador", pero le recuerda que
a pesar de todo nunca triunfará en su ^{magueda} ~~señ~~ de dominio y
conquista pues ~~él~~ no cuenta con Dios.

Question 3

Write in the box the number of the question you are answering on this page as it is designated in the examination.

(a) Este fragmento del poema "A Roosevelt" utiliza varias referencias para indicar los lados de América. El primer parte del poema habla del egoísmo de los Estados Unidos. Se llaman "América" porque piensan que son la única país importante en este lado del mundo. Pero Darío usa esta poema para mostrar los otros países. Las referencias son ejemplos de la historia y cultura de otras partes de América. Las figuras mitológicas vienen de la cultura de los Indios que vivía en las Américas antes que los estadounidenses. La estructura del poema añade al ~~elaboración~~ de las referencias. La transición ~~de~~ entre las figuras mitológicas y e históricas anda por la historia de América, ~~mostrando~~ mostrando la cultura rica de la tierra. La repetición sin oportunidad de descanso crea un tono muy crítico de las acciones de Roosevelt. ~~Has~~ En el poema, Darío está

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Question 3

criticando a las causas acciones de Roosevelt y el su país. Los referencias da énfasis en tanto cuanto historia y cultura hay en la tierra. Dijo este diciendo que piensa que los en EEUU debe saber que no ^{están} ~~son~~ ta el unico gente.

(b) Todo el poema es una crítica de los pensamientos y acciones de los Estados Unidos. Por un lado, Roosevelt representa la cabeza de los EEUU. Por eso, Dario usa su nombre para representar todo el país. En este fragmento del poema, habla de la vida de los estadounidenses. Dice que el país "sueña, y ama, y vibra, y es la hija del Sol." La polisíndeton añade al tono etc sarcástico. Este verso muestra los que piensan los gente de su propio país — que es lo mejor del mundo. Pero Dario usa la exclamación en verso 17 ~~para~~ para dibujar lo que piensa — los EEUU no es ta el unico país y que los otros tienen mucho poder.

Question 3

Write in the box the number of the question you are answering on this page as it is designated in the examination.

También Darío dirige su poema a Roosevelt porque piensa que Roosevelt ha tomado decisiones para los EE.UU. El es famoso por sus acciones violentas y se ve fuerte Darío piensa que es demasiado violento cuando habla de "el Ríflero temible y el fuerte Cracador." El sarcasmo indica lo malo de estos títulos y la capitalización de mayúsculas da énfasis en el tono que ha creado esta crítica.

Por esas razones Darío ha empleado este título

Question 3

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a)

Rubén Darío agregó en su poema ~~A Roosevelt~~ A Roosevelt figuras mitológicas y e históricas.

La razón y efecto que esto tiene en el poema es para darle más énfasis a sus ideas en lo que quiere explicar. Entonces utilizándolos como ejemplos concretos para ~~ay~~ apoyar sus ideas, ~~son~~ ^{son} referencias a la mitología e historias.

Pero, ~~el lector~~ tienen más efecto si el lector sabe quienes fueras fueron esas personas.

b) El título del poema, A Roosevelt se refiere que Rubén Darío se lo dirige a él, Theodore Roosevelt, el presidente de los Estados Unidos en los años 1901-1909. Es como una carta en forma de poema. Lo que el señor Darío hace es una crítica hacia el presidente diciéndole que tiene todo ~~menos~~ menos a Dios, que es lo más ~~importante~~ importante.

AP[®] SPANISH LITERATURE 2006 SCORING COMMENTARY

Question 3: Text Analysis

Overview

The text analysis question has two possible variations: one involves an analysis of a critical commentary about one work from the required reading list; the other is the analysis of an excerpt from a work on the reading list with two separate questions to answer. This year's question was of the latter type. It was based on Rubén Darío's poem "A Roosevelt." In part (a) students were asked to analyze the effect of the use of mythological and historical references in the fragment of the poem printed in the exam booklet. Part (b) asked students to discuss the meaning of the work's title in relation to verses 13–22, a part of the textual fragment in question.

Sample: 3A

Content (a) Score: 5

Content (b) Score: 5

Language Score: 5

Content (a): This response demonstrates superiority. The essay provides an accurate and thorough analysis of the effect of the use of mythological and historical references in the passage cited. Good organization and the connection between the poem and the analysis contribute to the quality of the response. The student begins with a thesis statement: "*utiliza las referencias . . . para enfatizar la rica historia cultural de Latinoamérica [sic] y así [sic] contrastarla con el pasado relativamente nuevo y falto de substancia de los Estados Unidos.*" The response proceeds to elaborate systematically on this idea, referring to both mythological as well as historical figures ("Por esto declara que nuestra América . . . tiene una larga historia [de] logros," "lo que se refiere al dios Pan," "Moctezuma y Guatemoc"). The response ends with a well-stated conclusion that synthesizes the ideas presented: "*se vale de la alegoría [sic] y los personajes de la mitología y la historia para demostrar su orgullo por las tierras Hispanas [sic].*" There is virtually no irrelevant commentary.

Content (b): This response demonstrates superiority. It provides an accurate and thorough explanation of the title's meaning as it relates to the cited verses ("*es titulado 'A Roosevelt' porque se trata de un desafío [sic] y una advertencia directa al entonces presidente de los Estados Unidos*"; "*la declaración más directa del significado del título [sic] se da en los últimos [sic] cuatro versos*"). The essay's organization contributes to the quality of the response. The student also shows originality ("*un día estos 'cachorros' pueden convertirse en terribles leones*").

Language: Very good language usage effectively supports on-task responses. There are infrequent errors in the conventions of the written language ("*Atravez*," "*Anglo Sajón*," "*pueblo Latino*") and some errors in accentuation, but these do not detract in any way from the quality of the responses. Vocabulary is varied and used accurately ("*se extiende y se convierte*," "*indica*," "*Es bien sabido*," "*coraje*," "*gemido*," "*en lo que supone*," "*majestuosidad*"). Complex sentence structures enhance the quality of the responses. The student clearly demonstrates a very good command of the written language.

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Question 3: Text Analysis (continued)

Sample: 3B

Content (a) Score: 3

Content (b) Score: 3

Language Score: 4

Content (a): This response suggests competence. The student attempts to analyze the use of mythological and historical references (“*utiliza tantas referencias para indicar,*” “*usa esta [sic] poema para mostrar,*” “*La estructura del poema añade,*” “*crea un tono muy critico [sic],*” “*da énfasis [sic]*”); however, the analysis is not well developed. The reader is forced to make some inferences because the discussion is incomplete and ambiguous (“*Se llaman ‘América’*,” “*ejemplos... de otras partes de América,*” “*La transición [sic] entre las figuras mitológicas e históricas anda por la historia de América*”). Had the analysis been more complete, the response would have merited a higher score.

Content (b): This response suggests competence. The student attempts to explain the title’s meaning as related to the cited verses (“*Por esos [sic] razones Darío ha empleado este título [sic]*”). Although the student basically understands and addresses the question and the cited verses, errors (“*En este fragmento del poema, habla de la vida de los estadounidenses. Dice que el país... ‘es la hija del Sol’*”), ambiguity (“*El sarcasmo indica lo malo de estos títulos [sic]*”; “*La [sic] polisíndeton añade al tono sarcástico [sic]*”), and lack of development detract from the quality of the essay. Had the response been more precise, it would have merited a higher score.

Language: Good language usage supports an on-task response to the questions. Even though there are errors in grammatical structures (“*El primer parte,*” “*la unica país,*” “*esta poema*”), they do not detract from the overall readability of the responses. Vocabulary is appropriate, and the conventions of the written language are generally correct.

Sample: 3C

Content (a) Score: 1

Content (b) Score: 2

Language Score: 3

Content (a): This response demonstrates lack of competence. Although the student uses the words “*figuras mitológicas e históricas,*” their application is so vague and circular that the response fails to address the question in any meaningful way. The student tends to paraphrase the question and fails to support any interpretation using the cited passage. If the student had been more precise and attempted to apply these terms to the cited passage, the response would have merited a higher score.

Content (b): This response suggests lack of competence and is inadequate. Although the response relates the title to Roosevelt (“*se lo dirige a el [sic],*” “*Theodore Roosevelt,*” “*Es como una carta en forma de poema*”), the student fails to explain the title in relation to the cited verses. Consequently, the reader is forced to make significant inferences. Had the student attempted to explain the title in relation to the cited verses, the response would have merited a higher score.

Language: Adequate language usage supports an on-task response. The student tends to paraphrase, and the vocabulary is limited. There are numerous errors in the application of accents (“*agrego,*” “*razon,*” “*énfasis*”); however, the response is comprehensible.