

# AP<sup>®</sup> 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.

# AP<sup>®</sup> SPANISH LITERATURE 2007 SCORING GUIDELINES

## 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.).

# AP<sup>®</sup> SPANISH LITERATURE 2007 SCORING GUIDELINES

## 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.

En el poema "Puentes", por Pablo Neruda, se destaca una imagen muy pesimista de toda la existencia desde "los trenes y las aguas" hasta "la vida" entera. La poesía de Neruda se enfoca en la vida diaria y este poema es ~~un ejemplo~~ muy ejemplar de su cánón.

En la primera estrofa establece una imagen visual del puente ~~en~~ el ambiente sobre él.

Se vale del paralelismo sintáctico para indicar que todo, "por arriba." y "por abajo" sigue el mismo "largo viaje". Toda la existencia sufre de la misma afflictión. La palabra clave de ~~esta~~ este apartado es "enfermo" que nos indica el tono pesimista de la voz lírica y que este viaje sobre los puentes no es algo bueno.

En la segunda estrofa, añade la imagen del cielo y ahora casi todo el mundo sufre de el viaje que no acaba. Se vale del símil para indicarnos que los pájaros también caminan "como los trenes y las aguas". ~~Entonces~~ ~~Al~~ ~~fin~~ Al fin de la estrofa, la voz lírica nos ~~pregunta~~ <sup>dirige</sup> unas preguntas retóricas que demuestran su lástima para la condición del mundo; "¿qué maldición cayó sobre vosotros?" Como los lectores son el destinatario

1

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

1A<sub>2</sub>

del poema, nos hace pensar en nuestras propias vidas y contemplar la existencia.

En la última estrofa, la voz lírica indica que toda la existencia sufre con una enumeración de "los paisajes, la vida, el sol, la tierra...". Le da una circularidad y sentido completo al poema con la anáfora de palabras como "maldición" que recalca el tono pesimista. También, al fin se enfoca en el puente otra vez "la angustia inmóvil del acero" que debe mirar a todo el mundo que no se acaba. Se vale de la prosopopeya para indicar el sufrimiento del puente.

El poema está escrito en versos heptasílabos y endecasílabos con una rima asonante fija. Esta regularidad de forma enfatiza el rigor del pensamiento de la voz lírica. El poema tiene resonancia con el lector por el tono pesimista y íntimo que nos dirige.

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

Question 1 **1B<sub>1</sub>**

No todo es rosa y blanco. No todo es bueno y placentero. En el mundo en el cual vivimos ~~es~~ es difícil estar positivo, en perspectiva de muchas cosas. Por todo lo que pasamos ~~cotidianamente~~ **cotidianamente**, muchos, somos pesimistas ~~así~~. Así <sup>se</sup> expresa, con un tono pesimista, Pablo Neruda en su poema "Puentes."

En la primera estrofa el poeta introduce lo que se ve arriba y de abajo de los puentes, usando imagen visual "por arriba los trenes, - por abajo las aguas," para ~~comparar~~ <sup>reflejar</sup> una mejor visión para el lector. Además, Pablo Neruda, usa adjetivos como "enfermo" para dar mejor apariencia de la negatividad que lo rodea. Porque en este poema está escrito en primera persona singular, lo cual significa que la voz poética está presente.

En la siguiente estrofa, la voz poética ~~usa el recurso~~ <sup>usa el recurso</sup> literario ~~del~~ del símil para comparar los "pajaros" que él observa en cielo como los trenes y las aguas "arriba y abajo de los puentes. También usa preguntas retóricas en la ~~las~~ últimas cuatro versos. En ellas están incluidas palabras ~~negativas~~ <sup>que</sup> proyectan negatividad "¿Qué maldición...?" y "¿Qué... muere a la llegada de su hermana?" Al igual que en la segunda estrofa, en la tercera estrofa incluye otra pregunta retórica: "¿Qué voz de maldición pasiva y negra...," pues la estrofa entera es una pregunta, en la cual Neruda incluye el recurso literario de la enumeración ("los paisajes, la vida, el sol, la tierra") para enfatizar que todo es negativo

Question 1

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

IB<sub>2</sub>

que todo lo que existe en la tierra ~~se~~ está desmenuzándose.  
 Pues, si es verdad que avrán momentos en los cuales,  
 no tiene nada de bueno, así como se refleja en el poema,  
 "Puentes" por Pablo Neruda. ~~Este~~ donde la visión  
 pesimista de la existencia es claramente ~~una~~ enfatizada.

Por todo el poema la poeta escribe ~~en~~ en una manera pesimista. Para hacer éste, el autor escribe de colores misterios, de enfermedad, y de muerte.

El ~~poeta~~ poeta, Neruda, no está feliz porque de viajada por planes y ~~los~~ trenes. Como el mundo cree que esta tecnología era bueno al tiempo, Neruda cree que es muy mal.

Neruda dice de ~~los~~ el color negro cuando el habla de aeroplanes que él dice han replacido los "pájaros" en el cielo. Tambien el habla de un muerte que está en todas personas. Tan mas, en el primer parrafo, él dice que él está enfermo de este "viaje largo" en viajar.

Neruda tambien cree que éste viaje no es ~~si~~ bien para el mundo politico. Hay una sensa de nostalgia en el tercero parrafo ~~sobre~~ para la inmovilidad de ~~las~~ otras edades.



# AP<sup>®</sup> SPANISH LITERATURE 2007 SCORING COMMENTARY

## Question 1: Poetry Analysis

Note: Student responses are quoted verbatim and may contain grammatical errors.

### Overview

This question assessed students' ability to write an essay analyzing the way in which a given theme is treated in a poem that is not on the required reading list for the course. On this year's exam, the selection was "Puentes," a three-stanza poem by Pablo Neruda. Students were asked to analyze the pessimistic vision of existence in the poem and to discuss the poet's use of language and poetic devices to communicate this theme.

### Sample: A

**Content Score: 8**

**Language Score: 5**

**Content:** This well-developed essay demonstrates competence and earned a score of 8. Textual analysis outweighs description and paraphrasing ("*Se vale del paralelismo sintáctico para indicar que todo, 'por arriba ...' y 'por abajo' sigue el mismo 'largo viaje'*"). The essay is well organized and analyzes the poem stanza by stanza. The student provides a perceptive discussion that integrates successfully the poetic devices with the theme of the pessimistic vision of existence presented in the poem ("*El poema está escrito en versos heptasílabos y endecasílabos con una rima asonante fija. Esta regularidad de forma enfatiza el rigor del pensamiento de la voz lírica*"). The essay also comments on other poetic language and devices in relation to the theme: "*tono pesimista,*" "*imagen [sic] visual,*" "*símil,*" "*preguntas retóricas,*" "*prosopopeya,*" and "*rima.*" Commentary in the essay is supported with specific textual references ("*Al fin de la estrofa, la voz lírica nos dirige unas preguntas retóricas que demuestran su lástima para [sic] la condición del mundo: '¿Qué maldición cayó sobre vosotros?'*"). The conclusion, although continuing its analytic points, forces the reader to make inferences ("*El poema tiene resonancia con el lector por el tono pesimista y [sic] íntimo que nos dirige*"). Had the essay firmed up its ideas with a stronger conclusion and elicited fewer inferences from the reader, it would have received a higher score.

**Language:** This essay demonstrates very good command of the language to support an on-task response to the question. Grammatical structures are generally used correctly, with a few exceptions ("*para*" instead of *por*; "*de el*"). There is varied and accurate use of vocabulary ("*se destaca,*" "*se enfoca,*" "*palabra clave*"). Except for random spelling errors ("*imagen,*" "*canón,*" "*esté poema,*" "*aflicción*"), the conventions of the written language are generally correct.

### Sample: B

**Content Score: 6**

**Language Score: 4**

**Content:** This essay suggests competence and earned a score of 6. The student understands the question and the poem. However, from the start, the essay demonstrates a lack of focus. The introductory paragraph, for example, addresses the prompt but contains irrelevant statements ("*No todo es rosa y blanco. No todo es bueno y placentero. En el mundo en el cual vivimo [sic] es difícil [sic] estar [sic] positivo, en perspectiva de muchas cosa [sic]*"). The essay uses textual references ("*En ellos están incluidas palabra [sic] que proyectan [sic] negatividad '¿Qué maldición ... ?'*") to substantiate its ideas. It discusses poetic devices such as simile, enumeration, rhetorical questions, adjectives, and visual images; it gives examples of these and attempts to relate them to the theme. Although there is some analysis, the ideas lack development. The essay also makes the erroneous claim that the poem is written in first person. Many points in the essay require inferences ("*incluyó el recurso literario de la enumeración ... para enfatizar que todo es negativo*"). Had the essay

# AP<sup>®</sup> SPANISH LITERATURE 2007 SCORING COMMENTARY

## Question 1: Poetry Analysis (continued)

developed its ideas with more focus and contained fewer irrelevant statements, it would have received a higher score.

**Language:** This essay demonstrates good command of language usage to support an on-task response to the question. There are errors in grammatical structures (“*imagen visuales*,” “*usa el ... símil comparar*”). However, these mistakes do not detract from the overall readability of the essay. Vocabulary use is appropriate (“*cotidianamente*,” “*negatividad*”). There are many spelling errors (“*entroduce*,” “*adjectivos*,” “*aparienza*,” “*avrán*”) and missing accents (“*retoricos*,” “*pajaros*”), but punctuation and other conventions of the written language are generally correct.

### Sample: C

**Content Score: 2**

**Language Score: 2**

**Content:** This essay demonstrates a lack of competence and earned a score of 2. The student may have understood the question (“*la poeta [sic] escribe en [sic] una manera pessimista [sic]*”) but does not appear to have understood the poem. The response contains mostly errors of interpretation and unclear statements (“*El poeta, Neruda, no está feliz porque de viajada [sic] por planes [sic] y trenes*”). The essay erroneously mentions three related elements to describe the pessimistic basis of the poem (“*el autor escribe de colores misterios, de enfermedad, y de muerte*”) without any textual reference. Additionally, the response mentions “*el mundo politico [sic]*” without developing the idea and makes other incorrect statements (“*Hay una sensa [sic] de nostalgia [sic] en el tercero parafo [sic] para la inmovilidad de otras edades*”; “*Neruda dice de el [sic] color negro cuando el [sic] habla de aeroplanes que él dice han replacido [sic] los ‘pájaros’ en el cielo*”). If the essay had demonstrated better understanding of the question and the poem, and exposed clearer ideas, it would have earned a higher score.

**Language:** This essay demonstrates inadequate command of language usage. Constant grammatical errors make reader comprehension difficult (“*Tan mas*,” “*porque de viajada*,” “*éste viaje no es bien*”). Vocabulary is very limited and repetitive (“*él está enfermo de este ‘viaje largo’ en viajar*”). Although punctuation and paragraph structure are generally correct, numerous spelling errors (“*pessimista*,” “*parafo*,” “*tecnologia*”) and a lack of control of accents (“*tambien*,” “*politico*,” “*nostalgía*”) further undermine the quality of the essay.