

AP[®] SPANISH LITERATURE 2009 SCORING GUIDELINES

Question 2: Thematic Analysis

9 **Demonstrates Superiority**

- A very well-developed essay that convincingly and explicitly **analyzes** how a specific event transforms one or more persons in the work selected.
- Analyzes appropriate examples from the chosen work to support the response.
- Demonstrates insight; may show originality.
- Virtually no irrelevant or erroneous information.
- Reveals an exceptional understanding of the theme of transformation in the chosen work.

7–8 **Demonstrates Competence**

- A well-developed essay that convincingly **analyzes** how a specific event transforms one or more persons in the work selected.
- Analysis predominates; any plot summary or description serves to support the analysis.
- Provides appropriate examples from the chosen work 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 this does not significantly affect the overall quality of the essay.

5–6 **Suggests Competence**

- Attempts to analyze how a specific event transforms one or more persons in the work selected, but commentary is relatively superficial.
- Plot summary predominates.
- Student basically understands the question and the work, 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.

3–4 **Suggests Lack of Competence**

- Essay suggests that the student has not adequately understood the question and/or the work.
- Essay is poorly organized; focus wanders; comments are sketchy.
- May consist almost entirely of plot summary.
- Irrelevant comments may predominate.
- Possibly a prepared overview of the work or the author 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 demonstrates a lack of understanding of the question and/or the chosen work.
- Essay lacks organization or is chaotic.
- Examples are inappropriate or incorrect; OR absence of examples.
- Demonstrates unfamiliarity with the chosen work.

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2009 SCORING GUIDELINES**

Question 2: Thematic Analysis (continued)

0 No Credit

- Blank page; OR mere restatement of the question; OR response 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 appropriate 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.
- Lack of control of the conventions of the written language.

0 **No Credit**

- Unintelligible, written in English, or off task.

La vida está llena de ~~de~~ cambios de eventos y transformaciones para el mejor o el peor. Gabriel García Márquez captura este aspecto eternal de la humanidad en uno de sus obras, "El Ahogado más hermoso del mundo." Por la progresión de los eventos en la obra, Márquez ~~como~~ destaca la naturaleza de la transformación y el resultado de la transformación ~~como un tema principal de la obra.~~ como un tema principal de la obra.

~~El Ahogado~~

En la obra, "Ésteban" un abogado, es la fuerza de la transformación del pueblo. Al empezar, es importante notar que ~~el~~ fuerza de cambio es algo que ha llegado del mar. El mar es muy simbólico ~~del cambio~~ del cambio no sólo por sus características físicas, ~~eraticas~~ erraticas y moviendo como las olas y el viento, pero también por su naturaleza desconocido y impredecible. Aquí, Márquez enfatiza ~~que~~ ^{que} el origen de la transformación es extraño. El cuento empieza con la llegada del abogado en la ~~costa~~ orilla donde descubren algunos ~~niños~~ niños. En cuanto traigan el cuerpo al pueblo, ~~ya~~ ya se puede observar ~~el~~ el empezamiento de la transformación, incitando la curiosidad de la gente. Las mujeres

2

2A 3 of 3
Write in the box the number of the question you are answering on this page as it is designated in the exam.

hace hincapié de que Esteban ha transformado con tanta fuerza que ha alcanzado a aún los raíces del pueblo. El entusiasmo de abrazar Esteban como un parte permanente de su cultura es indicativo de la gran transformación. Con todos estos detalles, se puede ver un propósito de Gabriel García Márquez en escribir la obra. ~~Así~~ Este cuento ~~es~~ sirve como un comentario social que critica la sociedad latinoamericana. Comenta que los latinoamericanos siempre parecen necesitar una fuerza de afuera, una fuerza ~~extraña~~ en la forma de "extranjero, para traer cambio y esta "transformación" que mejora la sociedad. Se ve en el título si mismo, un hipérbolo que destaca la hermenuta de Esteban como superior del mundo. También, Márquez emplea el realismo mágico, como en sus otras obras, por el tamaño de Esteban. Estos aspectos de la obra contribuye a la crítica de la naturaleza del tema de transformación aún en la vida verdadera.

~~Gabriel García Márquez~~

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

2 ~~2B~~ 1 of 2

En "¡Adiós, Cordera!" por Leopoldo Alas, la historia de una familia y su cordera es contado. Una de las temas principales es el cambio que todos tienen que tener en su vida cuando maduran. Cuando la cordera tiene que ir, los niños son transformados, aunque no quieren el cambio.

Desde el principio de la obra, las vidas de los dos niños está transformando. Viven en un campo con los padres, pero la cordera es como su cuidador. Ellos exploran cada cosa nueva, por ejemplo el tren y las líneas de teléfono. Para ellos, estas cosas solamente representan cosas nuevas que son misteriosos y adventures. Lo que significan son el cambio de su mundo y el efecto que tiene el mundo de afuera en su mundo tranquilo y bueno.

El evento que transforme a los niños más que los otros es cuando tienen que vender a la cordera para dinero. La cordera es como su madre, pero tiene que ir en el tren para la matadora. Los niños pierden a su preciosa cordera, y la cordera pierde a su vida. Este cambio

2.

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representa, para ellos, que tienen que dejar a su niñez para crecer y que el mundo no pueden escapar de mundo nuevo y toda la tecnología.

El acto de dejar a la preciosa cordera representa dejando a la niñez. También representa, para la cordera, que todos van a morir. Este evento en "Adiós, Cordera!" es muy importante para la transformación de todos.

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Question 2

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Un evento determinado produce la transformación de una o más personas que toman parte en él. Un gran ejemplo es en la obra de, "El ingenioso hidalgo don Quijote de la Mancha," escrito por Miguel de Cervantes Saavedra. Esta obra es un ejemplo porque Quijote de la Mancha ~~se~~ le pasa exactamente lo mismo a este tema.

El evento que causó la transformación de Quijote fue leyendo todos esos libros de heroes salvando sus damas de cosas malas. En leer estos libros, Quijote sale de su casa en un edad mayor con su caballo para encontrar su dama pero con obstaculos en el camino. Esto fue un evento que transformo a Quijote.

Otro evento fue cuando el vecino de Quijote ^{lo} encontró en el piso y se lo llevo a su casa para recuperarse. Cuando ya descansó, se quiso ir de nuevo pero su vecino lo acompañó por si le pasaba algo malo por las locuras que pensaba y hacia.

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Question 2: Thematic Analysis

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

Overview

In the thematic analysis, two types of questions are possible: one is an analysis of a given theme or topic in one work from the required reading list, and the second involves the comparison of a given theme or topic in two works from the list. This year's question was of the former type. Students were asked to write an essay analyzing how a specific event produces a transformation in one or more persons in one work chosen from a list of four titles: Cervantes's *El ingenioso hidalgo don Quijote de la Mancha*, Alas's "¡Adiós, Cordera!," García Márquez's "El ahogado más hermoso del mundo," and Cortázar's "La noche boca arriba." These works offered significant coverage of the reading list geographically (Spain and Latin America) and chronologically (seventeenth, nineteenth, and twentieth centuries). All the options were narrative texts, so they especially lent themselves to a question that asked about a relationship between cause and effect, event and ensuing transformation.

Sample: 2A

Content Score: 9

Language Score: 4

Content: This very well-developed essay convincingly and explicitly analyzes how the selected work ("El ahogado más hermoso del mundo") treats the theme of the transformation of one or more persons in the story and earned a score of 9. It provides a well-formulated and sustained thesis: change is a permanent condition of humanity ("este aspecto eternal de la humanidad"), and there were changes in the townspeople because of the *ahogado's* nature. Ideas are supported with explicit examples from the story ("después de establecer Esteban como uno de ellos, hay una erupción de celebración y alegría, mientras el pueblo le eleva como héroe"). The student demonstrates very good insight and originality ("Este hombre, que conota un hombre fuerte y macho, establece el ahogado definitivamente como la fuente de la transformación"; "parece que la transformación que Esteban trae ha dado el pueblo un propósito nuevo de existir"; "Este hecho hace hincapié de que Esteban ha transformado con tanta fuerza que ha alcanzado aún los raíces del pueblo"; "Este cuento . . . comenta que los latinoamericanos siempre parecen necesitar una fuerza de afuera, . . . en la forma de un extranjero, para traer cambio"). There is practically no irrelevant or erroneous information. The essay demonstrates an exceptional understanding of the theme of transformation and how the arrival of the *ahogado* transformed the townspeople.

Language: The essay shows good command of the language. There are some errors in grammatical and idiomatic structures ("para el mejor o el peor"; "En cuanto traigan el cuerpo al pueblo, ya se puede observar el empezamiento de la transformación"; "dan el ahogado") that do not detract from the essay's readability. The vocabulary is appropriate ("enfatisa," "hermosura," "aseguran," "festejar"). The conventions of the written language are generally correct, with occasional errors in spelling ("aspecto," "eraticas," "conota") and accents ("fisicas," "Marquez").

Sample: 2B

Content Score: 6

Language Score: 3

Content: This essay suggests competence and earned a score of 6. It demonstrates an essential understanding of the question and the chosen text, "¡Adiós, Cordera!" The student attempts to analyze the theme of transformation and identifies the event that transformed the characters. There is a focus on the effect of industrialization on the children ("Lo que significan [estas cosas] son el cambio de su mundo y el

AP[®] SPANISH LITERATURE 2009 SCORING COMMENTARY

Question 2: Thematic Analysis (continued)

efecto que tiene el mundo de afuea en su mundo tranquilo y bueno”). There is some analysis, but it is superficial (“tienen que dejar a su niñez para crecer y que no pueden esconder de mundo nuevo y toda la tecnología”). Plot summary predominates, and there is little connection between the effect of the event and the transformation of the characters (“La cordera es como su madre”; “Los niños pierden a su preciosa cordea, y la cordera pierda a su vida”). There are some erroneous facts (*la cordera* is never identified as a cow; telephone lines are mentioned instead of the telegraph post) that detract somewhat from the overall quality of the essay. Had there been more thorough treatment of the theme, and had the connection between the event and the transformation of the characters been better executed, the essay would have merited a higher score.

Language: The essay demonstrates adequate command of the language. There are frequent grammatical errors (“la historia . . . es contado”; “las vidas . . . esta transformando”; “El acto . . . representa dejando a la niñez”), but the essay is comprehensible. The vocabulary is somewhat limited and repetitive. There are also errors in spelling (“cordera,” “afuea”) and accents (“historía,” “lineas,” “telefono”).

Sample: 2C

Content Score: 4

Language Score: 3

Content: This brief essay suggests lack of competence and earned a score of 4. The student does not adequately demonstrate an understanding of the chosen text, *Don Quijote de la Mancha*, and has difficulty focusing on the question of how an event transforms the characters. The essay presents one idea (“El evento que causo la transformacion de Quijote fue leyendo todos esos libros de heroes salvando sus damas de cosas malas”), but this is not developed. Plot summary and irrelevant comments predominate (“el vecino de Quijote lo encontro en el piso y se lo llevo a su casa para recuperarse”). Errors of interpretation weaken the essay (“Quijote salio de su casa . . . para encontrar su dama pero con obstaculos en el camino”). Had the student addressed the question more clearly and explicitly and demonstrated better understanding of *Don Quijote*, the essay would have merited a higher score.

Language: The essay demonstrates adequate command of the language. There are frequent grammatical errors (“Quijote de la Mancha le pasa exacta mente lo mismo a este tema”; “En leer estos libros”; “en un edad mayor”), but the essay is comprehensible. Vocabulary is limited. There are spelling errors (“exacta mente,” “denuevo,” “halgo”) and numerous accent errors (“transformacion,” “heroes,” “salio,” “obstaculos,” “hacia”).