



## **AP<sup>®</sup> Spanish Literature 2009 Scoring Guidelines**

### **The College Board**

The College Board is a not-for-profit membership association whose mission is to connect students to college success and opportunity. Founded in 1900, the association is composed of more than 5,600 schools, colleges, universities and other educational organizations. Each year, the College Board serves seven million students and their parents, 23,000 high schools and 3,800 colleges through major programs and services in college readiness, college admissions, guidance, assessment, financial aid, enrollment, and teaching and learning. Among its best-known programs are the SAT<sup>®</sup>, the PSAT/NMSQT<sup>®</sup> and the Advanced Placement Program<sup>®</sup> (AP<sup>®</sup>). The College Board is committed to the principles of excellence and equity, and that commitment is embodied in all of its programs, services, activities and concerns.

© 2009 The College Board. College Board, Advanced Placement Program, AP, AP Central, SAT, and the acorn logo are registered trademarks of the College Board. PSAT/NMSQT is a registered trademark of the College Board and National Merit Scholarship Corporation.

Permission to use copyrighted College Board materials may be requested online at:  
[www.collegeboard.com/inquiry/cbpermit.html](http://www.collegeboard.com/inquiry/cbpermit.html).

**Visit the College Board on the Web: [www.collegeboard.com](http://www.collegeboard.com).**

**AP Central<sup>®</sup> is the official online home for AP teachers: [apcentral.collegeboard.com](http://apcentral.collegeboard.com).**

# AP<sup>®</sup> SPANISH LITERATURE 2009 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 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.

# AP<sup>®</sup> SPANISH LITERATURE 2009 SCORING GUIDELINES

## Question 1: Poetry Analysis

### 9 Demonstrates Superiority

- A very well-developed essay that clearly and thoroughly **analyzes** the vision of *la higuera* 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 vision of *la higuera* 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 score of 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 score of 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.
- 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 demonstrates that the student has not understood the question and/or the poem.
- Essay lacks organization or is chaotic.
- Examples are inappropriate or incorrect.

# AP<sup>®</sup> SPANISH LITERATURE 2009 SCORING GUIDELINES

## Question 1: Poetry 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.).

# AP<sup>®</sup> 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.

# AP<sup>®</sup> SPANISH LITERATURE 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.).

# AP<sup>®</sup> SPANISH LITERATURE 2009 SCORING GUIDELINES

## Question 3: Text Analysis

### 9 Demonstrates Superiority

- A very well-developed essay that clearly and thoroughly **analyzes** how the ideas in the quotation are reflected in García Lorca's *La casa de Bernarda Alba*.
- Integrates appropriate examples from *La casa de Bernarda Alba* into the essay.
- Demonstrates insight; may show originality.
- Virtually no irrelevant or erroneous information.
- Reveals an exceptional understanding of the relevance of the ideas in the quotation to *La casa de Bernarda Alba*.

### 7–8 Demonstrates Competence

- A well-developed essay that **analyzes** how the ideas in the quotation are reflected in *La casa de Bernarda Alba*.
- Provides appropriate examples from the text.
- May reveal some insight or originality.
- Analysis outweighs description or enumeration; any plot summary serves to illustrate how the ideas in the quotation are reflected in *La casa de Bernarda Alba*.
- The reader may need to make occasional inferences because the response is not always sufficiently explicit.
- May contain some erroneous information, but this does not detract from the overall quality of the essay.
- The essay must **analyze** how two or more ideas from the quotation are reflected in *La casa de Bernarda Alba*.

### 5–6 Suggests Competence

- Plot summary outweighs analysis; relatively superficial commentary.
- Student essentially understands the question, the quotation, and *La casa de Bernarda Alba*, but the essay is not 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.
- If the student analyzes how only one idea from the quotation is reflected in *La casa de Bernarda Alba*, the discussion must be good to merit a score of 5.

---

### 3–4 Suggests Lack of Competence

- Essay is so general as to suggest that the student has not adequately understood the quotation or *La casa de Bernarda Alba* and is unable to deal competently with the question.
- Poorly organized essay; focus wanders; comments are sketchy.
- May consist almost entirely of plot summary with little or no connection to the question and/or the quotation.
- Irrelevant comments may predominate.
- Possibly a prepared overview of *La casa de Bernarda Alba* or García Lorca with limited connection to the quotation.
- May contain major errors that undermine the overall quality of the essay.

# AP<sup>®</sup> SPANISH LITERATURE 2009 SCORING GUIDELINES

## Question 3: Text Analysis (continued)

### 1–2 **Demonstrates Lack of Competence**

- Essay demonstrates a lack of understanding of the question, the quotation, and/or *La casa de Bernarda Alba*.
- Essay lacks organization or is chaotic.
- Examples are inappropriate, incorrect, or inapplicable to the work and/or the quotation.
- Demonstrates unfamiliarity with *La casa de Bernarda Alba*.

### 0 **No Credit**

- Blank page; OR mere restatement of the question and/or the quotation; 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.).