Question 3 (a): Text Analysis

5   **Demonstrates Superiority**
- Clearly and accurately analyzes the ideas about religion expressed by don Manuel in the passage cited.
- Organization contributes to the quality of the response.
- Provides examples from the passage that clearly and explicitly support the analysis.
- Virtually no irrelevant or erroneous commentary.
- May show insight or originality.

4   **Demonstrates Competence**
- Analyzes the ideas about religion expressed by don Manuel in the passage cited.
- Organization supports the response.
- Provides examples from the passage that support the analysis.
- May contain some errors of fact or interpretation, but the overall quality of the response is not significantly affected.
- There may be some ambiguity or incompleteness, but the response clearly demonstrates competence.

3   **Suggests Competence**
- Student basically understands and addresses the question and the passage cited.
- Attempts to analyze the ideas about religion expressed by don Manuel in the passage.
- Errors, ambiguity, incompleteness or all of these detract from the quality of the answer.
- Paraphrasing may predominate; relatively superficial commentary.
- Reader may have to make some inferences because the response is not always explicit.

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2   **Suggests Lack of Competence**
- Essay suggests that the student has not adequately understood the question or the passage cited or both.
- May not address the ideas about religion expressed by don Manuel in the passage.
- May contain irrelevant comments or significant errors.
- Possibly a prepared overview of Unamuno or *San Manuel Bueno, mártir*.
- May consist entirely of paraphrasing or plot summary.
- Reader is forced to make significant inferences.

1   **Demonstrates Lack of Competence**
- Student fails to address the question.
- Demonstrates a lack of understanding of the passage cited.
- Does not address the ideas about religion expressed by don Manuel in the passage cited.
- Confused, chaotic or incorrect.

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 topic or off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

Question 3 (b): Text Analysis

5   Demonstrates Superiority
- Clearly and accurately explains don Manuel's influence on the narrator in the passage cited <u>and</u> in the rest of the novel.
- Organization contributes to the quality of the response.
- Provides examples that clearly and explicitly support the explanation.
- Virtually no irrelevant or erroneous commentary.
- May show insight or originality.

4   Demonstrates Competence
- Explains don Manuel's influence on the narrator in the passage cited <u>and</u> in the rest of the novel.
- Organization supports the response.
- Provides examples that support the explanation.
- May contain some errors of fact or interpretation, but they do not significantly affect the overall quality of the response.
- There may be some ambiguity or incompleteness, but the response clearly demonstrates competence.

3   Suggests Competence
- Student basically understands and addresses the question.
- Attempts to explain don Manuel's influence on the narrator in the passage cited <u>and</u> the rest of the novel.
- Errors, ambiguity, incompleteness or all of these detract from the quality of the answer.
- Paraphrasing or plot summary outweighs commentary.
- Reader may have to make inferences because the response is not always explicit.
- If the student explains don Manuel's influence on the narrator in the passage cited but not in the rest of the novel, or vice versa, discussion <u>must</u> be good to merit a score of 3.

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2   Suggests Lack of Competence
- Essay suggests that the student has not adequately understood or addressed the question or both.
- May not address don Manuel's influence on the narrator in the passage cited <u>and</u> the rest of the novel.
- May contain irrelevant comments or significant errors.
- Possibly a prepared overview of Unamuno or *San Manuel Bueno, mártir*.
- May consist entirely of paraphrasing or plot summary.
- Reader is forced to make significant inferences.

1   Demonstrates Lack of Competence
- Student demonstrates a lack of understanding of the question.
- Demonstrates a lack of understanding of the passage cited or the novel or both.
- May demonstrate unfamiliarity with *San Manuel Bueno, mártir*.
- Confused, chaotic or incorrect.

Question 3 (b): Text 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 topic or off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

AP® SPANISH LITERATURE
2010 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 or 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 or response is comprehensible.
- Limited vocabulary.
- May have numerous errors in conventions of the written language (spelling, accents, punctuation, paragraphing, etc.).

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.

3

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

Las ideas expresadas sobre la religion en este
fragmento de *San Manuel Bueno Martir* presentan el conflicto
entre la fé y la logica. La pregunta sobre lo
que pasara despues de la muerte es lo que tormenta
a don Manuel. La narradora quiere saber si don
Manuel cree en la vida despues de la muerte.
Don Manuel no tiene la fé absoluta o ciega para
Creer completamente en todo lo que dice la religion
El se debate entre la logica que le dice que
no existe nada mas haya de la muerte y la
fé que le dice que sí hay algo. El evita la
pregunta de la narradora para no tener que aceptar
que no cree en algo mas haya de la muerte y
tambien por no quitarle a la narradora su fé
absoluta.

La influencia que don Manuel tiene sobre la
narradora es muy fuerte é importante. Como don Manuel
es el hombre mas bueno y religioso que la narradora
conoce, ella tiene plena confiansa en lo que el dice.
Ella quiere saber si don Manuel cree en la vida
eterna para ella tambien poder creer en la vida
eterna. Don Manuel no le contesta por que no quiere
implantar las dudas que lo a tormentan a el en
la narradora. El prefiere que ella y todo el pueblo
crean ciegamente en algo despues de la muerte

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

para que no vivan con esa preocupacion. Don
Manuel no le quiere quitar la esperanza a la narradora
y le exije que crea en todo lo que dice la religion
Católica. Cuando don Manuel le confía sus dudas
a la narradora, ella deja de tener fe ciega aunque
todavia se queda con algo de su fe. Don Manuel tuvo
gran influencia en la narradora y sus creencias.

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

question #3

A) las ideas que tiene don manuel en este fragmento sobre la religion es que siempre hay que creer en lo que la iglesia enseña por que dice "si hay que creer todo lo que enseña a creer la Santa madre iglesia Catolica, Apostolica, Romana." esa muestra la idea que tiene don manuel sobre la religion y que siempre tienes que creer en lo que la iglesia te enseña y nunca debes de dudar en ella.

B) Don Manuel tiene una grande influencia en la narradora por que el muestra tener mucha fe en su religion y eso causo que la narradora tambien tenga mucha fe aunque don manuel solo finga tener fe para que ella y los demas crean en el cielo y en la resureccion despues de la muerte. y no tengan miedo o caigan en la tentacion de suicidio Como el muchas veses a quendo hacer. y la forma en la que el pretende Ser Causa que angela tenga mucha fe en su religion catolica por eso el tiene una gran influencia en la forma

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

question # 3

de la que la narradora Angela
piensa.

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

(a) Analiza las ideas sobre la religión que expresa don
Manue en este fragmento de San Manuel Bueno, mártir.
R= En esta obra de "San Manuel Bueno, mártir" escrita
por el autor Miguel de Unamuno, el autor muestra unas
ideas religiosas que expresa don Manuel al decir sobre
lo de creer solo en el cielo y no poner atención al
infierno, ni a quienes vayan hacia allá. Las ideas
sobre la religión que don Manuel tiene, son un poco
egoistas ya que se supone que si el es padre debe
de pensar en toda la gente, sea buena o mala y
debe ayudarlos a encontrar el perdón para que vayan
al cielo, y no decir o asegurar que alguien malo
irá al infierno. Cuando el padre dice que sí hay que
creer en lo que diga y enseñe la Santa Madre Iglesia
Catolica, Apostolica, Romana, nos deja ver que no tiene
una iglesia o religion especifica, pero igual tiene la
creencia en dios.

(b) Refiriendote a este fragmento y al resto de la novela,
Explica la influencia que tiene don Manuel en la
narradora.
R= Por lo que yo pude leer en esta obra, la influencia
que don Manuel tiene en la narradora es muy
grande, ya que ella logra contarte el problema que
le sucede, pero también porque ella le tiene

Question 3

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

confianza para preguntarte cosas que tal vez
a otra gente no podía preguntarles o pase no
se sentía agusto. Angelina es la narradora y
al inicio de la conversación ella entra en
confianza con el padre, don Manuel y le pregunta
"—¿Es que hay Infierno, don Manuel?" aquí es cuando
se rota la influencia que el padre tiene sobre
Angelina, porque él con sus platicas y pasiencia
talvez logró la seguridad que ella necesitaba.
Angelina también confió en don Manuel para
decirle lo que la agobiaba y pedirle consejos o
resolver sus dudas. Al final don Manuel no sabe
que decir o talvez que pensar cuando Angelina
le pregunta si él cree en la otra vida y prefiere
cerrar el tema e ignorar todo tipo de respuestas
al respecto.
    A pesar de las ideas sobre la religión que
don Manuel tiene, hay cosas las cuales no
puede resolver, porque no las logra entender, así
como esa pregunta que Angelina le hizo, y eso
sucede porque no tiene los conocimientos
religiosos que en realidad necesita, por y todo
por fingir ser un padre.

AP® SPANISH LITERATURE
2010 SCORING COMMENTARY

Question 3: Text Analysis

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

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. The exam included a passage taken from Miguel de Unamuno's novel *San Manuel Bueno, mártir*. In part (a) students were asked to analyze the ideas about religion expressed by don Manuel in the cited passage. In part (b), basing the answer on the cited passage and the rest of the novel, students were then asked to explain the influence exerted by don Manuel on the narrator, Angelina.

Sample: 3A
Content (a) Score: 5
Content (b) Score: 4
Language Score: 5

Content (a): This response demonstrates superiority and merited a score of 5. It provides a clear and accurate analysis of the ideas about religion that don Manuel expresses in the cited passage ("*Las ideas expresadas sobre la religion en este fragmento de <u>San Manuel Bueno Martir</u> presentan el conficto entre la fe y la logica. La pregunta sobre lo que pasara despues de la muerte … tormenta a don Manuel*"; "*Don Manuel no tiene la fe absoluta o ciega para creer completamente*"; "*la logica que le dice que no existe nada mas haya de la muerte y la fe que le dice que sí hay algo*"; "*evita la pregunta … para no tener que aceptar que no cree*"). Good organization (a thesis statement supported by examples from the excerpt) contributes to the quality of the response. There is virtually no irrelevant commentary, and although one phrase requires the reader to make an inference ("*evita la pregunta*" to mean *evita contestar la pregunta*), it does not detract from the overall quality of the response; instead this observation demonstrates insight into the student's understanding of don Manuel's ideas about religion in the cited passage.

Content (b): This response clearly demonstrates competence and earned a score of 4. The organized answer explains don Manuel's influence on the narrator in both the cited passage and the rest of the novel ("*es el hombre mas bueno y religioso que la narradora conoce*") and offers examples from the excerpt and the novel to support the analysis. The response addresses the question from the start ("*La influencia que don Manuel tiene sobre la narradora es muy fuerte é importante*") and then proceeds to explain this influence ("*tiene plena confiansa en lo que el dice*," "*para ella tambien poder creer en la vida eterna*," "*le exige que crea en todo lo que dice la religion Católica*," "*Cuando don Manuel le confía sus dudas a la narradora, ella deja de tener fe ciega*"). Although the student makes an error of interpretation ("*le confía sus dudas*"), it does not significantly affect the overall quality of the response. Had the explanation and the examples been more explicit, the response would have merited a higher score.

Language: These responses demonstrate very good language usage. There are no errors in grammatical structures. The student demonstrates a command of complex sentence structures ("*evita la pregunta de la narradora para no tener que aceptar que no cree en algo*," "*es el hombre mas bueno y religioso que la narradora conoce, ella tiene plena confiansa en lo que el dice*," "*El prefiere que ella y todo el pueblo crean ciegamente*") and accurate vocabulary ("*debate*," "*evita*," "*absoluta*," "*plena*," "*confía*"). Despite missing or misplaced accents ("*logica*," *religion*," "*tambien*," "*fuerte é importante*," "*todavia*") and infrequent spelling errors ("*confiansa*," "*por que*," "*a tormentan*," "*exije*"), the conventions of the language are under firm control.

Sample: 3B
Content (a) Score: 3
Content (b) Score: 3
Language Score: 4

Content (a): This response suggests competence and earned a score of 3. The student basically understands and addresses the question ("*las ideas que tiene don Manuel en este fragmento*") and attempts to analyze ("*eso muestra la idea que tiene don manuel sobre la religion*"); however, the explanation is not well developed. Errors detract from the quality of the answer ("*hay que creer en lo que la iglesia enseña,*" "*nunca debes de dudar en ella*"), paraphrasing predominates, and the commentary is redundant ("*creer en lo que la iglesia enseña,*" "*creer en lo que la iglesia te enseña*"). Had the analysis been more complete and less repetitive, and the examples more explicit, the response would have merited a higher score.

Content (b): This response suggests competence and merited a score of 3. It attempts to explain don Manuel's influence on the narrator in the cited passage ("*aunque don manuel solo finga tener fe para que ella y los demas crean en el cielo*") and in the rest of the novel ("*muestra tener mucha fe en su religion y eso causa que la narradora tambien tenga mucha fe,*" "*y no tengan miedo o caigan en la tentacion de suicidio como el muchas veses a querido hacer*"); however, errors or ambiguity detract from the quality of the response ("*crean … en la resurecsion despues de la muerte,*" "*la forma en la que el pretende ser*"). The response would have earned a higher score if the student's ideas had been more fully explained.

Language: Good command of language usage supports suitable answers to the questions. Even though there are some errors in grammar ("*debes de,*" "*una grande influencia*"), syntax (run-on sentences), spelling ("*por que,*" "*finga,*" "*resurecsion,*" "*veses,*" "*a querido*"), accents ("*el,*" "*religion,*" "*tambien,*" "*despues,*" "*tentacion*"), and capitalization ("*las ideas*" and "*eso*" to begin sentences, "*manuel,*" "*angela*"), these do not detract from the overall readability of the responses. The use of vocabulary is appropriate.

Sample: 3C
Content (a) Score: 2
Content (b) Score: 2
Language Score: 5

Content (a): This response suggests a lack of competence and received a score of 2. The student does not adequately understand the question and the cited passage. Although there is an attempt to analyze ("*Las ideas … son un poco egoistas,*" "*nos deja ver*"), the examples are irrelevant ("*se supone que si el es padre debe de pensar en toda la gente, sea buena o mala,*" "*no decir o asegurar que alguien malo irá al infierno*") or contain significant errors ("*no poner atención al infierno, ni a quienes vayan hacía allá,*" "*no tiene una iglesia ó religion especifica, pero igual tiene la creencia en dios*"). If the student had provided relevant examples of don Manuel's ideas about religion in the cited passage, the response would have merited a higher score.

Question 3: Text Analysis (continued)

Content (b): This response suggests a lack of competence and received a score of 2. The student does not adequately understand the question; consequently, the response does not address don Manuel's influence on the narrator in the rest of the novel. There is an attempt to explain ("*la influencia que don Manuel tiene en la narradora es muy grande, ya que ella logra contarle el problema que le sucede, pero también porque ella le tiene confianza*"), but errors or ambiguity detract from the quality of the response ("*logró la seguridad que ella necesitaba,*" "*eso sucede porqué no tiene los conocimientos religiosos que en realidad necesita, y todo por fingir ser un padre*"). The discussion of don Manuel's influence on the narrator in the cited passage is weak. Had the student included references to the excerpt as well as to the rest of the novel in the response, it would have earned a higher score.

Language: Very good command of the language effectively supports appropriate answers to the question. The responses contain random errors in grammatical structures ("*debe de pensar,*" "*a otra gente no podía preguntarles*"). The vocabulary is varied and accurate ("*ni a quienes,*" "*supone,*" "*sucede,*" "*agobiaba,*" "*las cuales*"). Despite some errors in spelling ("*agusto,*" "*pasiencia,*" "*talvez,*" "*Apesar*") and accents ("*platicas,*" "*no sabe que decir,*" "*porqué*"), the student displays control of the conventions of the written language.