



AP[®] Spanish Literature 2010 Scoring Guidelines

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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.

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Question 1: Poetry Analysis

9 **Demonstrates Superiority**

- A very well-developed essay that clearly and thoroughly **analyzes** the theme of the search presented in the poem.
- Accurately discusses how poetic language and devices are used in the poem to communicate this theme.
- 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 theme of the search presented in the poem.
- Textual analysis outweighs description and paraphrasing.
- Discusses how poetic language and devices are used in the poem to communicate this theme.
- Commentary is supported with specific textual references.
- 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.
 - Limited discussion of how poetic language and devices are used in the poem to communicate the theme.
 - Erroneous or repetitive statements or both 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.
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3–4 **Suggests Lack of Competence**

- Essay is so general as to suggest that the student has not adequately understood the question or the poem or both.
- Poorly organized essay; focus wanders; comments are sketchy.
- May consist almost entirely of paraphrasing or mere listing of poetic language and devices.
- Irrelevant statements may predominate.
- May contain major errors of interpretation that detract from the overall quality of the essay.

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Question 1: Poetry Analysis (continued)

1–2 **Demonstrates Lack of Competence**

- Essay demonstrates that the student has not understood the question or the poem or both.
- Essay lacks organization or is chaotic.
- Examples are inappropriate 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.).

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Question 2: Thematic Analysis

9 **Demonstrates Superiority**

- A very well-developed essay that convincingly and explicitly **compares** how the two selected texts treat the theme of the encounter between two cultures.
- Analyzes appropriate examples from the chosen texts to support the response.
- Demonstrates insight; may show originality.
- Virtually no irrelevant or erroneous information.
- Reveals an exceptional understanding of the theme of the encounter between two cultures in the chosen texts.

7–8 **Demonstrates Competence**

- A well-developed essay that explicitly **compares** how the two selected texts treat the theme of the encounter between two cultures.
- Analysis predominates; any plot summary or description serves to support the comparison.
- Provides appropriate examples from the chosen texts to support the response.
- May reveal some insight or originality.
- Reader may need to make some inferences because the response is not always sufficiently explicit.
- May contain some erroneous information, but errors do not significantly affect the overall quality of the essay.

5–6 **Suggests Competence**

- Student basically understands the question and the texts, but the essay is not always well focused or sufficiently developed.
- Attempts to compare how the two selected texts treat the theme of the encounter between two cultures, but commentary is relatively superficial.
- Plot summary predominates but is connected to the attempted comparison.
- May require significant inferences because the response is not always explicit.
- May contain errors of fact or interpretation that detract from the overall quality of the essay.
- If the essay deals with two texts but does not provide a direct comparison, discussion must be good to merit a score of 5.

3–4 **Suggests Lack of Competence**

- Essay suggests that the student has not adequately understood the question or the texts or both.
- Essay is poorly organized; focus wanders; comments are sketchy.
- May consist almost entirely of plot summary.
- Erroneous or no comparison.
- May deal with only one text.
- Irrelevant comments may predominate.
- Possibly a prepared overview of the texts or the authors with limited connection to the question.
- May contain major errors that weaken the overall quality of the essay.

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Question 2: Thematic Analysis (continued)

1–2 **Demonstrates Lack of Competence**

- Essay demonstrates a lack of understanding of the question or the selected texts or both.
- Essay lacks organization or is chaotic.
- Examples are inappropriate or incorrect; OR absence of examples.
- Demonstrates unfamiliarity with the selected texts.

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.).

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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.

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.).

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Question 3 (b): Text Analysis

5 Demonstrates Superiority

- Clearly and accurately explains don Manuel's influence on the narrator in the passage cited and 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 and 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 and 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 must be good to merit a score of 3.

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 and 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.

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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.).