

AP[®] SPANISH LITERATURE 2011 SCORING GUIDELINES

Question 3: Text Analysis

9 Demonstrates Superiority

- A very well-developed essay that clearly and thoroughly **analyzes** how the ideas expressed in the quotation are reflected in Cortázar's "La noche boca arriba."
- Integrates appropriate examples from "La noche boca arriba" 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 cited passage to "La noche boca arriba."

7–8 Demonstrates Competence

- A well-developed essay that **analyzes** how the ideas expressed in the quotation are reflected in "La noche boca arriba."
- 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 expressed in the quotation are reflected in "La noche boca arriba."
- The reader may need to make occasional inferences because the response is not always sufficiently explicit.
- May contain some erroneous information, but errors do 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 noche boca arriba."

5–6 Suggests Competence

- Student basically understands the question, the quotation, and "La noche boca arriba," but the essay is not well focused or sufficiently developed.
- Student attempts to analyze how the ideas in the quotation are reflected in Cortázar's story, but commentary is relatively superficial.
- Plot summary predominates but is connected to the attempted analysis.
- 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 noche boca arriba," 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 noche boca arriba" 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 quotation; OR may restate the question and/or the quotation.
- Irrelevant comments may predominate.
- Possibly a prepared overview of "La noche boca arriba" or Cortázar with limited connection to the quotation.
- May contain major errors that undermine the overall quality of the essay.

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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 noche boca arriba.”
- Essay lacks organization or is chaotic.
- Examples are inappropriate, incorrect, or inapplicable to the work and/or the quotation.
- Demonstrates unfamiliarity with “La noche boca arriba.”

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.).

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.

AP[®] SPANISH LITERATURE 2011 SCORING GUIDELINES

Question 3: Text Analysis (continued)

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 noche boca arriba" de Julio Cortázar es una novela en la cual se presentan dos planos, un plano que representa la realidad, y el otro que presenta la ilusión de la imaginación. Al empezar el lector se puede inferir que hay dos eventos ocurriendo; uno es de un indio ^{Azteca} que está huyendo de otros indios, y la otra de un joven en el hospital sufriendo de un accidente de motocicleta. Las dos soluciones que presenta Todorov es la manera en que el lector tiene que pensar cuando analizando "La noche boca arriba".

La primera solución que menciona Todorov es que los acontecimientos son "una ilusión de los sentidos." El lector sabe que Cortázar creó dos planos porque él los separa de una manera bien distinta, un espacio entre los párrafos. En leyendo los detalles, el lector es probablemente seguro que el plano de los indios es la ilusión mientras ~~que~~ el plano del joven en el hospital es ~~to r~~ la realidad. Esto es porque al leerlo sin llegar al final, Cortázar usa detalles que son casi exactos en formando el plano del hospital. Así que el plano de los indios es un producto de la imaginación de lo que está soñando el joven del hospital.

Cuando el ~~etc~~ lector llega a la conclusión de

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

2072

3A
2072

la novela tiene un cambio de interpretación. La solución de que "el acontecimiento tuvo lugar" que explica Todorov es, en realidad, lo opuesto que lo que inicialmente pensaba el lector. Lo que de verdad estaba pasando es que el indio Azteca estaba huyendo de otros indios en el bosque y el plano del joven que tuvo el accidente de motocicleta fue lo que el indio se estaba imaginando. El indio es la "parte integrante de la realidad". Lo interesante que hace Cortázar es que pone la realidad en un tiempo ~~retrasado~~ retrasado y pone la imaginación del indio en el futuro con bastantes detalles y elementos exactos. Esto confunde al lector y después lo sorprende cuando llega al final.

"La noche boca arriba" es un ejemplo de la mezcla de los planos de lo fantástico y lo real. Hace pensar en que la realidad es ~~relativa~~ especulada y no se puede ser tan seguro. Como el lector opina la ~~es~~ novela depende de como percibe los acontecimientos cuando "sólo conoce las leyes naturales, antes un acontecimiento ~~es~~ al parecer sobrenatural".

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

3B
1 of 2

En la obra de realismo mágico "La noche boca arriba" el escritor de la lengua española, Julio Cortázar, crea un mundo en el cual los sucesos son fantásticos y en ocasiones no tienen una explicación. El cuentista incorpora técnicas narrativas para apoyar el tema de la trama y darle un giro total a lo que en ningún momento se podría considerar como ordinario.

El realismo mágico es un género literario con orígenes latinoamericanos que se basa en una verdad distorsionada. En "La noche boca arriba", Cortázar presenta la historia de un hombre que sufre un accidente a bordo de una motocicleta y a causa de sus heridas tiene que ser transportado a un sanatorio en el cual agarra entre la realidad y la imaginación. "Se produce un acontecimiento que no puede explicarse por las leyes de ese mundo familiar." En el momento en el cual el personaje principal lucha entre la vida y la muerte, su estado ocasiona que todos sus sentidos cambien a otro panorama, algo conocido como la "guerra florida". El protagonista se encuentra en una selva húmeda y oscura rodeado de indígenas con antorchas que lo tienen capturado y que planean sacrificarlo. A lo largo de la trama el personaje viaja entre dos mundos. "Esto no me pasaría si estuviera en el sanatorio pensaba él." Instantáneamente reconocía estar rodeado por doctores y enfermeras pero en otro momento veía indios y le daba un olor muy fuerte a sangre. Él creía que todo esto se debía a una ilusión de los sentidos, "un producto de la imaginación" pero cuando menos lo

Question 3

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3B
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esperaba se percató de que su realidad era una fantasía y su sueño era una verdad. Todos estos acontecimientos trágicos lo llevaron a su lamentable final. En realidad no se encontraba en un hospital, los gritos que escuchaba no eran lo que pensaba. El autor utiliza elipsis en repetidas ocasiones para crear un sentido de alucinación y confundir al lector, el cual se sumerge en este mundo imaginario.

Julio Cortázar, en "La noche boca arriba" presenta una historia característica del realismo mágico, emblema representativo de la literatura latinoamericana. Por medio de figuras literarias y vocabulario académico, el autor logra inventar sucesos que no tienen una explicación.

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~~Similar a lo que menciona en~~

Todos tienen diferentes percepciones de lo que es ^{imaginario} ~~fantástico~~ ^{que es} y lo ^{que es} real. Similar a lo que ~~trazan~~ ^{trazan} ~~Todoov~~ ^{Todoov} menciona en su libro "Introducción a la literatura fantástica", el protagonista de "La noche boca arriba" experimenta nociones de fantasía.

Cuando el protagonista se enfrenta con un accidente casi fatal, empieza a experimentar situaciones subreales. Después que choca en su motocicleta, que sabe que es realidad, empieza a imaginar que está en otro lugar. Esto ~~paralela~~ ^{paralela} lo que ~~Todoov~~ ^{Todoov} menciona acerca de un evento que no se puede explicar. El protagonista no supo si realmente ~~estaba~~ ^{era} su fantasía y imaginación era solo una ilusión, o "una parte integrante de la realidad".

En "la noche boca arriba", se presentan elementos ~~de~~ ^{de} fantasía, que causan ^a el protagonista confundirse entre lo que sigue las leyes naturales, y lo ~~que no~~ ^{que produce} de la imaginación.

AP[®] SPANISH LITERATURE 2011 SCORING COMMENTARY

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

Question 3: Text Analysis

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. When the question is based on a critical commentary, students must present their analysis in the form of an essay; when the question is based on a textual fragment from a literary work, two shorter, analytical responses are required. This year's question was of the former type. It was based on an excerpt from *Introducción a la literatura fantástica*, a book by the literary critic Tzvetan Todorov, in which he defines the concept of the fantastic as the vacillation experienced by an individual who inhabits the known world of natural laws when suddenly confronted with an event that appears to be supernatural or otherworldly, defying rational explanation. This indecision, according to Todorov, makes the individual question the boundaries that ostensibly separate what is real from what is unreal. Students were asked to analyze how the ideas in the excerpt from Todorov's commentary are reflected in Julio Cortázar's short story "La noche boca arriba."

Sample: 3A

Content Score: 8

Language Score: 5

Content: This well-developed and well-organized essay demonstrates competence and earned a score of 8. It successfully analyzes how the ideas expressed in the quotation are reflected in "La noche boca arriba." The student accurately focuses on an analysis of how Cortázar's story contains two realities, each of which requires the reader to employ a different set of laws to interpret it, as is expressed in the Todorov quotation ("*es una novela en la cual se presentan dos planos, un plano que representa la realidad, y el otro que presenta la ilusión de la imaginación*"). Plot summary supports the analysis of Todorov's ideas in relationship to Cortázar's story, using accurate and appropriate examples ("*uno es de un indio*"; "*un joven en le hospital*"; "*Lo que de verdad estaba pasando es que el indio Azteca estaba huyendo de otros indios ... y el plano del joven que tuvo el accidente de motocicleta fue lo que el indio se estaba imaginando*"). The essay also reveals insight in its discussion of how Cortázar confuses his readers, causing them to vacillate in their interpretation of reality in the story ("*el lector es probablemente seguro que el plano de los indios es la ilusión mientras el plano del joven en el hospital es la realidad*"; "*Cuando el lector llega a la conclusión ... tiene un cambio de interpretación*"; "*Esto confunde al lector*"). However, the reader must make occasional inferences, because the essay is not always sufficiently explicit ("*Al empezar el lector puede inferir que hay dos eventos ocurriendo*"; "*Las dos soluciones que presenta Todorov es la manera en que el lector tiene que pensar cuando analizando 'La noche boca arriba'*"). Moreover, the essay contains some errors ("*es una novela*"; "*un indio Azteca que esta huyendo de otros indios*"), although they do not detract from the overall quality of the essay. Had the reader not had to make any inferences, or if there had been no erroneous information, the essay would have earned a higher score.

Language: This essay illustrates very good command of language usage in support of an appropriate response and thus earned a score of 5. Although there are errors in grammatical structures, they are infrequent and random ("*Las dos soluciones que presenta Todorov es la manera*"; "*cuando analizando*"; "*En leyendo los detalles*"; "*a leerlo*"; "*en formando*"). Vocabulary is varied and accurate ("*planos*," "*inferir*," "*cambio de interpretación*," "*elementos*"), and although there are random errors in spelling ("*le hospital*," "*accidente*," "*acotecimientos*") and accents ("*esta huyendo*," "*jóven*," "*Cortazar*," "*el los separa*," "*solucion*"), the essay demonstrates control of the conventions of the written language.

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2011 SCORING COMMENTARY**

Question 3: Text Analysis (continued)

Sample: 3B

Content Score: 6

Language Score: 5

Content: This essay suggests competence and earned a score of 6. It demonstrates a basic understanding of the question, the quotation, and “La noche boca arriba,” but the essay is not well focused (“*El realismo mágico es un género literario con orígenes latinoamericanos*”; “*Cortazar ... presenta una historia característica del realismo mágico, emblema representativo de la literatura latinoamericana*”). The student attempts to analyze how the ideas in the quotation are reflected in Cortázar’s story (“*el escritor ... crea ... un mundo en el cual los sucesos son fantásticos y en ocasiones no tienen una explicación*”). Even though plot summary predominates, it is connected to the attempted analysis of the story’s two realities (“*Cortazar presenta la historia de un hombre que sufre un accidente ... tiene que ser transportado a un sanatorio en el cual agoniza entre la realidad y la imaginación*”; “*Instantáneamente reconocía estar rodeado por doctores y enfermeras pero en otro momento veía indios*”). However, the essay contains errors of fact (“*agoniza entre la realidad y la imaginación*”; “*el personaje viaja entre dos mundos*”) and interpretation (“*Esto no me pasaría si estuviera en el sanatorio pensaba el*”) that detract from its overall quality. Moreover, the reader is forced to make significant inferences, because the essay is not always explicit in its analysis of the protagonist’s vacillation regarding the reality of the events in which he is involved (“*En el momento en el cual el personaje principal lucha entre la vida y la muerte, su estado ocasiona que todos sus sentidos cambien a otro panorama*”; “*Todos estos acontecimientos trágicos lo llevarán a su lamentable final*”). If the essay had not contained errors of fact and interpretation, and if it had more explicitly supported its analysis with specific examples from the story, it would have earned a higher score.

Language: This essay illustrates a very good command of language usage in support of an appropriate response, and it merited a score of 5. Although there are errors in grammatical structures (“*en el cual*”; “*a bordo de una motocicleta*”), they are random and infrequent. It contains a varied and accurate use of vocabulary (“*fantásticos*,” “*cuentista*,” “*técnicas narrativas*,” “*elipsis*,” “*se sumerge*,” “*emblema*”), and although there are random errors in spelling (“*estubiera*”) and accents (“*Cortazar*,” “*orígenes*,” “*humeda*,” “*indígenas*,” “*percato*,” “*característica*”), the essay demonstrates control of the conventions of the written language.

Sample: 3C

Content Score: 4

Language Score: 4

Content: This essay suggests a lack of competence and earned a score of 4. The student appears not to have adequately understood the quotation or “La noche boca arriba” and is unable to deal competently with the question. It contains sketchy comments (“*Similar a lo que tsvetan Todorov menciona en su libro ... el protagonista de ‘La noche boca arriba’ experimenta nociones de fantasía*”; “*En ‘la noche boca arriba’, se presentan elementos de fantasía, que causan a el protagonista confundirse entre lo que sigue las leyes naturales, y lo que produce de la imaginación*”). The essay repeats a prepared overview of the story (“*Cuando el protagonista se enfrenta con un accidente casi fatal, empieza a experimentar situaciones subreales. Después que choca en su motocicleta, que sabe que es realidad, empieza a imaginar que está en otro lugar*”). Had the essay demonstrated greater familiarity with the story, it would have earned a higher score.

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2011 SCORING COMMENTARY**

Question 3: Text Analysis (continued)

Language: In this essay there is generally good language usage to support an appropriate response, which earned it a score of 4. There are some errors in grammatical structures (“*El protagonista no supo*”; “*que causan a el protagonista confundirse*”), but these do not detract from the essay’s overall readability. Vocabulary is appropriate (“*protagonista*,” “*experimenta*,” “*elementos*”). Conventions of the written language are generally correct, notwithstanding a few errors in spelling (“*accidente*,” “*subreales*,” “*paralela*”) and accents (“*percepciones*,” “*sigue*”).