



AP[®] Spanish Literature 2011 Scoring Guidelines

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AP[®] SPANISH LITERATURE 2011 SCORING GUIDELINES

Question 1: Poetry Analysis

9 **Demonstrates Superiority**

- A very well-developed essay that clearly and thoroughly **analyzes** the theme of solitude presented in the poem.
- Accurately discusses how poetic language and devices are integrated with the poem's 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 solitude presented in the poem.
- Textual analysis outweighs description and paraphrasing.
- Discusses how poetic language and devices are integrated with the poem's 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 integrated with the poem's theme.
 - 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.
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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 and/or the poem.
- 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.

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; OR examples are absent.

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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 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.

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 2: Thematic Analysis

9 **Demonstrates Superiority**

- A very well-developed essay that convincingly and explicitly **analyzes** how obsession alters human conduct 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 obsession as a factor that alters human conduct.

7–8 **Demonstrates Competence**

- A well-developed essay that convincingly **analyzes** how obsession alters human conduct 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.
- 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 work selected, but the essay is not always well focused or sufficiently developed.
- Attempts to analyze how obsession alters human conduct in the work selected, but commentary is relatively superficial.
- Plot summary predominates but is connected to the attempted analysis.
- 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.

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 text 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 examples are absent.
- Demonstrates unfamiliarity with the chosen work.

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

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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 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.).

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- 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.

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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.