



AP[®] Spanish Literature 2000 Scoring Commentary

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**AP[®] SPANISH LITERATURE
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Question 1

Sample P – Score 7

Content:

This essay demonstrates competence. The student’s understanding of both the poem and the question is seen in the following passage from the essay: “El cuarto verso indica que el viento desea usar su fuerza para llevarse al narrador... El narrador le pide que su querida use sus brazos protectivos para que el viento no puede lograr lo que se propone.” Throughout the essay there are appropriate references to the internal struggle, and analysis significantly outweighs description or paraphrasing. The essay contains many good insights, and discussion of the poetic devices present is adroitly incorporated into the analysis. Some inferences are necessary, as on the second page, where the statement “Amor es algo fuerte que es pensado que resiste cualquier fuerza negativa” is made without an explanation of the meaning of “fuerza negativa.” A better-developed essay with a more successful introduction and conclusion would have merited a higher score.

Use of Language to Support Content:

The essay demonstrates a good command of language use to support content and merits a score of 4. It contains some grammatical errors such as “continua a referirse a el,” but they are not frequent. The vocabulary is good, with some limitations (“stanza,” “caliente del amor”). Although several accents are lacking, the conventions of the written language are generally correct.

Sample CH – Score 5

Content:

This essay merits a score of 5, because it shows understanding of the question and the poem but is not always well focused. The introduction states that the internal struggle is between the narrator’s conformity and weakness on the one hand, and the person he loves on the other. The effectiveness of this statement is weakened by the unsupported idea that after this struggle the narrator “volverá a su realida [sic] fingida.” The essay’s second paragraph is a weak attempt to link poetic language to the poem’s theme (the wind represents customs and morality) and goes on to express the narrator’s interest in fighting for one night only. In the third paragraph, the rain is accurately and suggestively described as a symbol (“las lágrimas que el narrador ha derramado por causa de la lucha interna”). The essay concludes with a restatement of the internal struggle but defines it less successfully than at the outset. The ideas lack development, and the essay’s treatment of poetic devices is weak, since only personification and the wind as a symbol are mentioned. Overall, the essay barely suggests competence. A more accurate interpretation of the poem’s symbols and greater textual support for such interpretation would have resulted in a higher score.

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Question 1 (cont.)

Use of Language to Support Content:

This essay demonstrates adequate command of language usage to support content. It contains some grammatical errors, and the vocabulary is generally appropriate. The numerous errors in the conventions of the written language, particularly accents and spelling, result in a score of 3 for language usage.

Sample D – Score 4

Content:

This essay indicates a limited understanding of the poem and the question. The introduction simply restates the question, and the “lucha interna” is mentioned five times in the essay but never defined. The second and third paragraphs accurately describe several technical aspects of the poem, and some insight is shown in the statement that “los versos cortos reflejan la urgencia del autor a causa de su lucha interna.” The correctly identified metaphor (wind / horse) is also appropriately interpreted as indicating a search and urgency. Had the essay been less general and had it analyzed or at least defined the internal struggle, it would have merited a higher score.

Use of Language to Support Content:

The essay demonstrates a good command of language usage to support content. There are some errors in grammatical structures, for example “encontrar a que busca.” The vocabulary range is good, particularly the accurate use of literary terms, and the conventions of the written language are generally correct. Language usage merits a score of 4.

Question 2

Sample D – Score 8

Content:

This essay merits a score of 8 because it demonstrates a clear understanding of the question and is well developed. The introduction identifies the importance of the notion of suffering, and notes that the pervasive use of this topic illustrates Matute’s pessimistic view of humanity. In the discussion of “La rama seca,” the essay reveals analytic ability by referring to the destructive consequences of the lack of communication. The comments on “Fiesta al noroeste” are insightful, e.g., Juan Medinao is seen both as a symbol of power and authority in the Artámila and a victim of his own capital sins. There is no erroneous information, the analysis is well focused, and any plot summary present serves to illustrate the pessimistic view reflected in Matute’s works. The essay concludes by alluding succinctly to the notions of suffering and destruction as part of Matute’s pessimistic view. Had the student shown some originality or made additional insightful comments, this essay would have merited a higher score.

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Question 2 (cont.)

Use of Language to Support Content:

This essay demonstrates very good command of the language used to support content and earns a score of 5. Grammar usage is virtually flawless, the essay contains a broad range of vocabulary used with notable ease and accuracy, and the conventions of the written language are correct.

Sample I – Score 5

Content:

The introduction to this essay focuses on children’s passage from innocence to the adult world and mentions the two stories that will be used to show how their protagonists come to realize the truth about the real world. By discussing how some people live a double life, and how this represents an awakening for children, the student reveals some insight in the study of “Don Payasito.” The study of “La conciencia” centers on people’s lack of honesty and suggests some analytic ability. Although there is no mention of pessimism in the introduction, the student does take a position with regard to Matute’s view of humanity in the concluding paragraph. However, the essay is not well developed, plot summary outweighs analysis, and the reader has to make some inferences. Had the essay contained more analysis, it would have merited a higher score.

Use of Language to Support Content:

This essay demonstrates very good language use to support content and merits a 5. There are only a few grammar errors, and the vocabulary range is quite broad. In addition, the essay shows very good control of the conventions of the written language. Ideas are expressed with considerable accuracy and fluency.

Sample J – Score 3

Content:

Although language usage in this essay is seriously defective, a careful reading reveals that it contains sufficient (but minimal) information to merit a score of 3. Overall, the essay suggests a lack of competence in answering the question: pessimism is explicitly mentioned, but suffering is not. The essay is very brief and not well focused. Two works by Matute are mentioned but only one, “La Chusma,” is actually discussed. The essay takes a position on Matute’s vision of humanity but gives insufficient evidence to support it; it makes a declaration (Matute’s view is pessimistic) without providing an explanation or clear illustrations. To earn a higher score, the essay would have to discuss an additional work by Matute and provide a fuller treatment of the examples used.

Use of Language to Support Content:

This essay demonstrates a lack of competence in language usage and thus earns only a 1. The reader must be bilingual to decipher what is written since in most cases it is a literal translation of the syntactical and grammatical constructions of English into Spanish. There is no understanding of such basic grammatical concepts in Spanish as possession, verb conjugation, agreement, or use of articles. Vocabulary is extremely limited and frequently relies on English words. Some phrases may be undecipherable because of the defective use of the language.

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Question 3

Sample Y – Score 8

Content:

This essay demonstrates competence and received a score of 8. The introduction effectively indicates the relationship between poetry and drama in Lorca’s works. In the body of the essay, Yerma is presented as one of the “personajes humanos... que llevaban un traje de poesía”. The essay successfully analyzes references to “agua,” “leche,” and “clavel,” among others, as poetic symbols that underscore the human drama that Yerma lives in “carne propia” because she is barren. The “canticos [sic] de niños” and their “ritmo poetico [sic]” are appropriately shown to foreshadow the “tragico [sic] final.” The analysis of Bodas de sangre discusses how the moon, a poetic symbol, makes the inevitable tragedy a reality: “alumbro [sic] el camino.” It also shows how the presence of the moon elevates the drama to tragedy when the Novio finds Leonardo and the Novia. The conclusion summarizes, although briefly, the relationship between drama and poetry. A stronger conclusion and better development of some ideas would have resulted in a higher score.

Use of Language to Support Content:

The essay demonstrates good command to support content and language usage merits a score of 4. Although there are a few spelling errors (“atravez,” “hací”) and the use of written accents is inconsistent, the range of vocabulary and the correct use of grammatical structures show a good command of the language.

Sample EE – Score 5

Content:

In the opening paragraph, this essay shows the student’s understanding of the question (“Lorca transforma la poesía de sus obras a drama del teatro con sus técnicas...”), but the main focus of the body of the essay is on sensory images. The initial impression is that the essay may be based on a prepared response. The essay is not always well focused, and it is not well developed. However, the conclusion does offer an insight (“...hacen las palabras viven fuera de libros”) that leaves the reader with the impression that this essay does suggest competence and merits a score of 5. Had the essay been more successful in relating the question to the texts selected and not dwelled so much on only sensory images, it would have earned a higher score.

Use of Language to Support Content:

The language used in this essay adequately supports the content and merits a score of 3. The essay is comprehensible, but it contains frequent grammatical errors, e.g., “Lorca lleva sentidos vivir.” Vocabulary, while appropriate, is limited and occasionally confusing, as in the case of “sentidos,” which is used several times in place of “sentimientos.” However, the essay does show appropriate use of linking words. It contains numerous spelling and accent errors.

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Question 3 (cont.)

Sample J – Score 4

Content:

This essay reveals a limited understanding of the question and thus earns a score of 4. A weak introduction is followed by plot summary of both *La casa de Bernarda Alba* and *Yerma*. At the end of the plot summary of *La casa de Bernarda Alba*, there is an unsuccessful attempt at analysis (“En esta obra podemos mirar el drama que trae la historia que en cual [sic] existe la poesía.”) that reveals an extremely limited understanding of the question. In the brief and inaccurate summary of *Yerma*, the student also fails to show a relationship between the quote and the work: “Volviendo al tema de drama y poesía vemos que el drama es mayor en esta obra . . .”. The essay has no conclusion. Had the student shown a better understanding of the question and been able to show some analytical ability, the essay would have received a higher score.

Use of Language to Support Content:

The language used in this essay adequately supports the content and merits a score of 3. There are grammatical errors, e.g., “sigue a,” “la reglas,” and although the language is basically comprehensible, a second reading of some sentences is sometimes required to confirm meaning. Numerous orthographic errors and the omission of punctuation also confirm the appropriateness of the score.