



AP[®] Spanish Literature 2001 Scoring Commentary

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**AP[®] SPANISH LITERATURE
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<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #1 (Poetry)	N	Content: 7 Language: 5	<p><u>Content:</u> This well-developed essay earned a 7 because it illustrates the relationship between the title “Canción amarga” and the content of Burgos’s poem. The essay defines this relationship in the introduction as the “lucha interior” of the poet who seeks the “libre expresión de esta infelicidad.” The essay then goes on to demonstrate how this concept of struggle is reinforced by the use of poetic language and devices such as personification (“algo lento de sombra me golpea”), hyperbole (“he tenido en mi mano las estrellas”), metaphor (“ala seca”), and repetition (“canción,” “cantar y cantar,” “cantarte”). Noting the importance of the final verses of the poem, the essay explains how the poet’s anguish can be allayed in part by love and by the very act of poetic creation (“cantar”). The reader needs to make occasional inferences because the discussion of the poem is at times not sufficiently explicit. Occasional errors (“poema sin rima”) do not significantly impact the overall quality of the essay. If the essay had discussed more fully the use of poetic devices, it would have earned a higher score.</p> <p><u>Use Of Language To Communicate Effectively An Appropriate Response To The Question:</u> This essay demonstrates a very good command of language usage. Grammatical errors are few (“es dividido;” “infelicidad...entendido”). There is very good use of vocabulary (“penúltimo,” “angustiosa,” “infelicidad”) and an equally good control of spelling and other conventions of the written language. The essay very effectively communicates an appropriate response to the question.</p>

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<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #1 (Poetry)	V	Content: 5 Language: 4	<p><u>Content:</u> This essay merits a score of 5 because it suggests competence in relating the title of the poem “Canción amarga” to its content and poetic devices. The student basically understands the poem in terms of the poet’s “agonía” and “tristeza” and attempts to relate it to the various poetic devices: personification and hyperbole. The essay, however, is not well focused and erroneous statements intrude, weakening the overall quality of the essay. The references to poetic devices are not effective in illustrating and supporting interpretation and analysis of content. If the student had more coherently integrated title, content, and poetic devices, this essay would have merited a higher score.</p> <p><u>Use Of Language To Communicate Effectively An Appropriate Response To The Question:</u> This essay merits a score of 4 because it demonstrates good command of language usage to communicate effectively an appropriate response to the question. Although there are some errors in spelling, accents, and syntactical constructions, the vocabulary is varied and contextually accurate. The essay reads smoothly overall and conventions of the written language are generally correct.</p>

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<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #1 (Poetry)	O	Content: 4 Language: 2	<p><u>Content:</u> This essay merits a score of 4 because it conveys a limited understanding of the poem and the question. The essay states that the poet is sad, as is the “canción amarga,” but does not develop what is meant by “la tragedia mayor de la existencia” or “la tristeza sin fin de ser poeta,” that is, existential despair or the inherent difficulties in poetic expression. The discussion of poetic language and devices is weak. Of the three examples offered, one is incorrect (“sinestesia” is confused with “personificación”) and another is insufficiently developed (the apostrophe of verse 13 is identified but not explained). The essay is very general and there is considerable repetition: “En esta poema la canción amarga es su vida;” “La vida de esta autor es como una canción amarga.” To earn a higher score, the essay would have to be more organized and demonstrate a fuller understanding of the poem based on textual analysis instead of quotation or paraphrase.</p> <p><u>Use Of Language To Communicate Effectively An Appropriate Response To The Question:</u> This essay earned a score of 2 because it suggests a lack of competence in language usage. There are numerous grammatical errors of agreement (“sentimientos triste;” “una poema nostálgico”) as well as confusion between “ser” and “estar.” Awkward or incorrect syntactical constructions force the reader to supply inferences regarding the meaning of phrases such as “mira la entera vida negativa nada positivo,” “no sabe ha que ser con su vida,” and “es como una canción tristeza.” Vocabulary is highly repetitive. Language usage in the essay is inadequate to communicate effectively an appropriate response to the question.</p>

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<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #2 (Jorge Luis Borges)	U	Content: 7 Language: 5	<p><u>Content:</u> This well-developed essay demonstrates competence in analyzing the treatment of violence in two works by Jorge Luis Borges. The introduction shows a clear understanding of the question and identifies three stories that will be addressed in the essay. The analyses of “La intrusa” and “El hombre de la esquina rosada” reveal the ability to link character motivation to violence, such as “Para impedir la separación de los hermanos, es decir, para mantener esa unión fraternal, decidieron matar a la mujer.” On the other hand, the analysis does not follow closely the thesis set forth in the introduction. The conclusion contains some irrelevant comments, e.g., “Estas escenas son más que todo, un reflejo del mundo en que vivimos, una parte de nuestra vida a la que tristemente estamos acostumbrados.” Had the essay shown more insight and originality, or had it contained a more explicit development of the way in which Borges deals with the theme of violence, it would have merited a score of 8.</p> <p><u>Use Of Language To Communicate Effectively An Appropriate Response To The Question:</u> The essay demonstrates very good command of language to answer the question and merits a score of 5. Although a few errors occur, the grammar, vocabulary, and orthographic accuracy reveal very good control of the written language, as in: “. . . ella ponía en peligro la buena relación que tenían ambos hermanos.”</p>

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<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #2 (Jorge Luis Borges)	J	Content: 5 Language: 4	<p><u>Content:</u> Although most of the essay merely recognizes the presence of violence in Borges' works instead of analyzing the author's treatment of it, some of the student's observations suggest a basic understanding of the question. For example, referring to Dahlmann's preference for a violent death at the hand of gauchos, the student writes: "vemos a la violencia del personaje como algo positivo que influye en su identidad cultural." More superficial commentary occurs regarding "la violencia del gobierno injusto Alemán [sic]" in "El milagro secreto" and the Minotaur's acceptance of a violent death in "La casa de Asterión." The conclusion attempts to tie three disparate stories together by ambiguously calling violence "un eje temática [sic]." Greater depth of analysis and/or a more detailed and specific introduction and conclusion would have resulted in a higher score.</p> <p><u>Use Of Language To Communicate Effectively An Appropriate Response To The Question:</u> The essay demonstrates a good command of language and merits a score of 4. Although the vocabulary at times requires the reader to infer meaning, e.g., "Borges introduce al lector a un bibliotecario," it is generally good. The essay reads smoothly overall because the grammar is good and the conventions of writing are largely respected.</p>

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<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #2 (Jorge Luis Borges)	G	Content: 4 Language: 3	<p><u>Content:</u> This essay suggests a lack of competence and earned a score of 4. The response includes two titles of Borges' short stories, "El muerto" and "Los dos reyes y un laberinto" [sic], but fails to analyze how the author treats the theme of violence in them. It consists mainly of plot summary, and errors intrude; e.g., "Vemos la violencia en esta historia por la Artámila." Were the essay not so sketchy and general ("Borges usa sus personajes para expresarse así mismo [sic]") and had it included more evidence of a better understanding of the question, it would have earned a 5.</p> <p><u>Use Of Language To Communicate Effectively An Appropriate Response To The Question:</u> Although this essay is comprehensible, the vocabulary is repetitive and limited, as exemplified in: "todo el odio que lleva por dentro y esto lo lleva. . . ." It contains numerous errors in conventions of the written language and spelling; e.g., "agrecividad," "a travéz," "símbolisa." Because the essay demonstrates adequate command of the written language to communicate an appropriate response to the question, it earned a score of 3.</p>

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<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #3 (Miguel de Unamuno)	A	Content: 7 Language: 4	<p><u>Content:</u> This essay received a score of 7 because it clearly demonstrates competence as defined by the rubrics. The introductory paragraph makes reference to three central ideas contained in the Carrasco quote (“duda,” “agonía,” and “los tres yos”) and identifies three works by Unamuno that will be addressed in the essay. All three ideas are dealt with in the paragraph on <u>San Manuel Bueno, mártir</u>, and there is definitely more analysis than plot. The paragraph on <u>Abel Sánchez</u> focuses on Joaquín’s struggle and anguish and insightfully notes how it is different from that of Don Manuel. However, at times the reader is forced to make inferences; e.g., “Caín puede ser Abel si le mata, . . .” The treatment of “Dos madres,” reveals more analysis than plot summary but is somewhat weak. This is a well-organized and fairly well-developed essay. With greater analysis and more insightful commentary, it would have merited a higher score.</p> <p><u>Use Of Language To Communicate Effectively An Appropriate Response To The Question:</u> This essay demonstrates good command of language usage to communicate an appropriate response to the question and merits a score of 4. Some grammatical mistakes occur; e.g., “la duda les afectan,” “continuan creer,” but the essay reads smoothly overall. The range of vocabulary and the use of connectors is good, as well as adherence to the conventions of the written language.</p>

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<i>Question</i>	<i>Sample</i>	<i>Score</i>	<i>Commentary</i>
Question #3 (Miguel de Unamuno)	AB	Content: 5 Language: 3	<p><u>Content:</u> Although the introduction refers to Unamuno’s social and spiritual conflict, the essay fails to develop these issues fully. The discussion of two of Unamuno’s works and ideas indicates that the student has basically understood them and the question. While the essay makes reference to San Manuel’s doubts (<u>San Manuel Bueno, mártir</u>), and Augusto’s conflict regarding his real or fictitious existence (<u>Niebla</u>), plot summary outweighs analysis and the reader needs to make inferences because the response is not always sufficiently developed; e.g., “Nunca nadie se entero de lo espiritual de San Manuel pero despues de su muerte Lazaro fue el que se quedo en su lugar.” Had the student provided a more thorough analysis of Unamuno’s interior conflicts and unresolved doubts, the essay would have merited a higher score.</p> <p><u>Use Of Language To Communicate Effectively An Appropriate Response To The Question:</u> Although this essay does not contain notable grammatical errors, there is a limited usage of vocabulary and numerous errors in accents, spelling, and other conventions of the written language; e.g., “ocuriencia,” “quizo,” “penzar.” The essay demonstrates adequate command of language usage to communicate an appropriate response to the question.</p>

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Question #3 (Miguel de Unamuno)	AA	Content: 3 Language: 2	<p><u>Content:</u> This essay demonstrates a lack of competence in dealing with the quotation and the question. Although the student mentions “lucha” and “agonia” in the promising first sentence, these ideas are not developed in the essay nor referred to in the conclusion. Three works are cited, but the student focuses primarily on the powerful, controlling women and the fragile, weak men in Unamuno’s works. The reader is left with the impression that the content of the essay reflects a pre-prepared overview of Unamuno. Had the student not mistaken the identity of the two characters in “Abel Sánchez” and demonstrated a clearer understanding of Unamuno’s works and related them to the quotation, the essay would have merited a higher score.</p> <p><u>Use Of Language To Communicate Effectively An Appropriate Response To The Question:</u> The essay suggests lack of competence to communicate effectively an appropriate response to the question and hence received a score of 2. Although basically comprehensible, frequent grammatical errors and the use of English (“de el lo made loco”) occasionally force the reader to supply inferences. The vocabulary is somewhat limited, and the pervasive errors in spelling and accents confirm the student’s inability to communicate effectively in written Spanish.</p>