



AP[®] Spanish Literature 2002 Scoring Guidelines

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Question 1: Análisis de poesía

9 DEMONSTRATES SUPERIORITY

A very well-developed essay that analyzes clearly and thoroughly the power of language to transform/improve the human condition, and addresses the debate in which the poetic voice is engaged. Provides an accurate and relevant analysis of the poetic language and devices used, as well as of the poem's form. Demonstrates insight; may show originality. Reader has no doubt that the student possesses a superior understanding of the poem and the question.

7-8 DEMONSTRATES COMPETENCE

A well-developed essay that analyzes the power of language to transform/improve the human condition, and addresses the debate in which the poetic voice is engaged. Textual analysis outweighs description and paraphrasing. The 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. In order to merit a 7, the essay must include some treatment of the poem's form and of poetic language and devices.

5-6 SUGGESTS COMPETENCE

Description and paraphrasing outweigh textual analysis. Student basically understands the question and the poem, but the essay is not always well focused. Erroneous statements may intrude and weaken the overall quality of the essay. An essay that treats only the debate or the capacity of language to transform/improve the human condition must be good in order to merit a 5. A good essay that does not address the poem's form or poetic language and devices may also merit a 5.

3-4 SUGGESTS LACK OF COMPETENCE

Student has not adequately understood the poem and/or the question. Poorly organized, focus wanders, comments are sketchy. Irrelevant comments may predominate. May contain major errors of interpretation that detract from the overall quality of the essay. Essay is so general as to suggest that the student has not understood the question and/or the poem.

1-2 DEMONSTRATES LACK OF COMPETENCE

Essay is chaotic, confused, incorrect. Reader is left with the certainty that the student has not understood the question or the poem.

0 Response is on task but is so brief or so poorly written as to be meaningless, or maybe written in English, blank, or completely off-task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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Question 2: Jorge Luis Borges

9 DEMONSTRATES SUPERIORITY

A very well-developed essay that analyzes clearly and thoroughly how individuals in Borges' works fail in their attempt to understand the universe on a metaphysical or personal level. Uses appropriate examples from a minimum of two of the author's texts. Demonstrates insight; may show originality. Virtually no irrelevant or erroneous information. Leaves no doubt in the reader's mind that the essay has convincingly demonstrated how individuals in Borges' works fail in their attempt to understand the universe.

7-8 DEMONSTRATES COMPETENCE

A well-developed essay that analyzes how individuals in Borges' works fail in their attempt to understand the universe on a metaphysical or personal level. Uses appropriate examples from a minimum of two of the author's texts. Reveals some insight. Analysis outweighs description, and any plot summary present serves to illustrate how individuals in Borges' works fail in their attempt to understand the universe at a metaphysical or personal level. Reader may need to make occasional 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

Plot summary outweighs analysis. Relatively superficial commentary. Student basically understands the question, but the essay is not always well focused or sufficiently developed. May contain errors of fact or interpretation that detract from the overall quality of the essay. Significant inferences are needed because the response is not always explicit. If the essay addresses only one text, the treatment of it must be good to merit a 5.

3-4 SUGGESTS LACK OF COMPETENCE

Student has not adequately understood the question. Poorly organized essay; focus wanders. Sketchy. May consist almost entirely of plot summary with no analysis. Irrelevant comments may predominate. Possible prepared overview of Borges with limited connection to the topic. May contain major errors or be so general as to suggest that the student is unable to deal competently with the question.

1-2 DEMONSTRATES LACK OF COMPETENCE

Essay is chaotic, confused, incorrect. Reader is left with the certainty that the student has not understood the question or the author's texts.

0 Response is on task but is so brief or so poorly written as to be meaningless, or maybe written in English, blank, or completely off-task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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Question 3: Miguel de Unamuno

9 DEMONSTRATES SUPERIORITY

A very well-developed essay that analyzes clearly and thoroughly how the passage cited is representative of Unamuno's thematic concerns. Uses appropriate examples from a minimum of two of the author's texts. Demonstrates insight; may show originality. Virtually no irrelevant or erroneous information. Leaves no doubt in the reader's mind that the student has convincingly demonstrated how the passage cited is representative of Unamuno's thematic concerns.

7-8 DEMONSTRATES COMPETENCE

A well-developed essay that analyzes how the passage cited is representative of Unamuno's thematic concerns. Uses appropriate examples from a minimum of two of the author's texts. Reveals some insight. Analysis outweighs description, and any plot summary serves to illustrate how the passage cited is representative of Unamuno's thematic concerns. 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

Plot summary outweighs analysis. Relatively superficial commentary. Student basically understands the passage and/or the question, but the essay is not always well focused or sufficiently developed. May contain errors of fact or interpretation that detract from the overall quality of the essay. Significant inferences are needed because the response is not always explicit. If the essay addresses only one text, the treatment must be good to merit a 5.

3-4 SUGGESTS LACK OF COMPETENCE

Student has not adequately understood the passage and/or the question. Poorly organized essay; focus wanders. Sketchy. May consist almost entirely of plot summary with no analysis. Irrelevant comments may predominate. Possible prepared overview of Unamuno with limited connection to the question. May contain major errors or be so general as to suggest that the student is unable to deal competently with the question.

1-2 DEMONSTRATES LACK OF COMPETENCE

Essay is chaotic, confused, incorrect. Reader is left with the certainty that the student has not understood the question or the author's texts.

0 Response is on task but is so brief or so poorly written as to be meaningless, or maybe written in English, blank, or completely off-task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).

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Language Rubrics

The AP Spanish Literature Examination tests the ability of students to “write well-organized essays in correct and idiomatic Spanish.” These rubrics are designed to guide consultants in assessing **the degree to which language usage effectively communicates 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 DEMONSTRATES VERY GOOD COMMAND OF LANGUAGE USAGE TO COMMUNICATE EFFECTIVELY AN APPROPRIATE RESPONSE TO THE QUESTION**
- Language usage very effectively communicates an appropriate response to the question.
 - A few errors may occur in grammatical structures.
 - Very good use of vocabulary.
 - Good control of the conventions of the written language (spelling, accents, etc.).
- 4 DEMONSTRATES GOOD COMMAND OF LANGUAGE USAGE TO COMMUNICATE EFFECTIVELY AN APPROPRIATE RESPONSE TO THE QUESTION**
- Language usage effectively communicates an appropriate response to the question.
 - Some errors in grammatical structures, but the essay reads smoothly overall.
 - Good use of vocabulary.
 - Conventions of the written language are generally correct (spelling, accents, etc.).
- 3 DEMONSTRATES ADEQUATE COMMAND OF LANGUAGE USAGE TO COMMUNICATE EFFECTIVELY AN APPROPRIATE RESPONSE TO THE QUESTION**
- Language usage adequately communicates an appropriate response to the question.
 - Frequent grammatical errors, but essay is comprehensible.
 - Limited but appropriate vocabulary.
 - May have numerous errors in spelling and other conventions of the written language.
- 2 SUGGESTS LACK OF COMPETENCE OF LANGUAGE USAGE TO COMMUNICATE EFFECTIVELY AN APPROPRIATE RESPONSE TO THE QUESTION**
- Language usage inadequately communicates an appropriate response to the question.
 - Numerous 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 DEMONSTRATES LACK OF COMPETENCE OF LANGUAGE USAGE TO COMMUNICATE EFFECTIVELY AN APPROPRIATE RESPONSE TO THE QUESTION**
- Language usage fails to communicate an appropriate response to the question.
 - Constant grammatical errors that render comprehension difficult.
 - Insufficient vocabulary.
- 0 UNACCEPTABLE**
- Unintelligible, or written in English, or off task.