

2002 AP® SPANISH LITERATURE FREE-RESPONSE QUESTIONS

Directions: Write coherent and well-organized essays IN SPANISH on the topics that appear below.

Instrucciones: Escribe un ensayo coherente y bien organizado EN ESPAÑOL sobre cada uno de los siguientes temas.

Jorge Luis Borges

(Suggested time—30 minutes)

2. En algunas obras de Borges el ser humano fracasa al tratar de comprender el universo. Escribe un ensayo en el que analices este intento fracasado en por lo menos dos obras de este autor.

Miguel de Unamuno

(Suggested time—40 minutes)

3. La siguiente cita proviene de la obra teatral *El hermano Juan* de Miguel de Unamuno:

¿Existo yo? ¿Existes tú, Inés? ¿Existes fuera del teatro? ¿No te has preguntado nunca esto? ¿Existes fuera de este teatro del mundo en que representas tu papel como yo el mío? ¿Existís, pobres palomillas? ¿Existe don Miguel de Unamuno? ¿No es todo esto un sueño de niebla? Sí, hermana, sí, no hay que preguntar si un personaje de leyenda existió, sino si existe, si obra. Y existe Don Juan y Don Quijote y don Miguel y vosotras existís, y hasta existo yo..., es decir, lo sueño... Y existen todos los que nos están aquí viendo y oyendo mientras lo estén, mientras nos sueñen...

Basándote en por lo menos dos obras de Unamuno, analiza cómo este fragmento es representativo de la temática de este autor.

END OF EXAMINATION

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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.