

**2007 AP® SPANISH LITERATURE FREE-RESPONSE QUESTIONS**

**Question 2  
Análisis temático  
(Tiempo sugerido—40 minutos)**

2. Algunas de las obras que has leído presentan el tema del destino. Escoge DOS de las obras siguientes. Escribe un ensayo que compare el tratamiento de este tema en las dos obras. Tu ensayo debe incluir ejemplos de los textos que apoyen tus ideas.

“Dos palabras”, Isabel Allende

“La muerte y la brújula”, Jorge Luis Borges

“Las medias rojas”, Emilia Pardo Bazán

Rima LIII (“Volverán las oscuras golondrinas”), Gustavo Adolfo Bécquer

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**Question 3  
Análisis de texto  
(Tiempo sugerido—40 minutos)**

3. En el libro *Historia de la Literatura Española e Hispanoamericana* de Emiliano Díez-Echarri y José María Roca Franquesa se encuentra este comentario sobre la obra *El burlador de Sevilla y convidado de piedra* de Tirso de Molina:

“A don Juan se le puede llamar libertino, cínico, irrespetuoso, sacrílego; todo, menos incrédulo. Lo que le pierde es precisamente su exceso de confianza en Dios. «Tan largo me lo fiáis. . .» es el principio en que se escuda. Él sabe que peca, que hace mal, que ofende a Dios; pero confía en que habrá tiempo de arrepentirse.”

Analiza cómo las ideas planteadas en esta cita se reflejan en *El burlador de Sevilla y convidado de piedra* de Tirso de Molina. En tu ensayo debes incluir ejemplos de la comedia que apoyen tus ideas.

**STOP**

**END OF EXAM**

# **AP® SPANISH LITERATURE 2007 SCORING GUIDELINES**

## **Question 2: Thematic Analysis**

### **9 Demonstrates Superiority**

- A very well-developed essay that convincingly and explicitly **compares** how the two selected works treat the theme of *el destino*.
- Analyzes appropriate examples from the chosen texts to support the response.
- Demonstrates insight; may show originality.
- Virtually no irrelevant or erroneous information.

### **7–8 Demonstrates Competence**

- A well-developed essay that specifically **compares** how the two selected works treat the theme of *el destino*.
- Analysis predominates; any plot summary or description serves to support the comparison.
- Provides appropriate examples from the chosen texts to support the response.
- May reveal some insight or originality.
- The 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**

- Attempts to compare how the two selected works treat the theme of *el destino*, but commentary is relatively superficial.
- Plot summary predominates but is connected to the attempted comparison.
- Student basically understands the question and the texts, 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.
- May require significant inferences because the response is not always explicit.
- If the essay deals with two works but does not provide a direct comparison, discussion must be good to merit a 5.

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### **3–4 Suggests Lack of Competence**

- Essay suggests that the student has not adequately understood the question and/or the texts.
- Essay is poorly organized; focus wanders; comments are sketchy.
- May consist almost entirely of plot summary.
- Erroneous or no comparison.
- May deal with only one work.
- Irrelevant comments may predominate.
- Possible prepared overview of the texts 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 is chaotic, confused, or incorrect.
- The response demonstrates a lack of understanding of the question or unfamiliarity with the works chosen.

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**Question 2: Thematic Analysis (continued)**

**0 No Credit**

- Blank page; OR response is on task but is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).