

AP[®] SPANISH LITERATURE AND CULTURE 2013 SCORING GUIDELINES

Question 4

Text Comparison

Essay: Texts and Theme

Text 1: *Hombres necios que acusáis*, Sor Juana Inés de la Cruz

Text 2: *Décimas...*, Marcia Belisarda

Theme in the text: *Las relaciones entre los hombres y las mujeres*

- 5 The essay clearly analyzes the literary devices and compares the theme in both texts.**
- Effectively analyzes rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
 - Analyzes the development of the theme in both texts to support comparative analysis.
 - Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.
 - Supports analysis by integrating specific, well-chosen textual examples throughout the essay.
- 4 The essay analyzes the literary devices and compares the theme in both texts; description and narration are present but do not outweigh analysis.**
- Discusses rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
 - Explains and compares the presence of the theme in both texts.
 - Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.
 - Supports analysis with appropriate textual examples.
- 3 The essay attempts to analyze the literary devices and compare the theme in both texts; however, description and narration outweigh analysis.**
- Describes some rhetorical, stylistic, or structural features in both texts and attempts to explain their relevance to the theme.
 - Describes the presence of the theme in both texts.
 - Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.
 - Elaborates on main points and supports observations with examples; however, the examples may not always be clear and relevant.
 - Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.

Note: If the essay has a significantly unbalanced focus on one of the texts, the analysis must be good to earn a score of 3. In an essay that does not include literary devices, the discussion of the theme in both texts must be good to merit a 3. In an essay that suggests a lack of understanding of the theme, the discussion of literary devices in both texts must be good to merit a 3.

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Question 4 (continued)

2 The essay shows little ability to analyze the literary devices or compare both texts; summary and paraphrasing predominate.

- Identifies some rhetorical, stylistic, or structural features in one or both texts, but may not explain their relevance to the theme.
- Describes the presence of the theme in one text, but the description of the theme in the other text is weak.
- May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.
- Presents main points and some details, describes basic elements of texts, but may do so without examples or supporting an argument.
- Contains some errors of interpretation that occasionally detract from the overall quality of the essay.

Note: An essay that treats only one text cannot earn a score higher than 2.

1 The essay is inaccurate and insufficient; there is no attempt to analyze the literary devices or compare both texts; irrelevant comments predominate.

- Identifies some rhetorical, stylistic, or structural features in the texts, but does not explain their relevance to the theme.
- Demonstrates lack of understanding of the theme.
- Does not state a purpose, show evidence of organization, or offer a progression of ideas.
- May consist entirely of plot summary without examples relevant to the theme.
- Contains frequent errors of interpretation that significantly detract from the overall quality of the essay.

0 The response is so brief or so poorly written as to be meaningless, is in English, or is otherwise off-task.

Note: An essay that merely restates part or all of the prompt receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

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Note: An essay that receives a (-) in content must also receive a (-) in language.

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Scoring Guidelines for Language Usage for Question 4

5 Language usage is appropriate to the task, generally accurate, and varied; the reader's understanding of the response is clear and supported by the student's use of language.

- Vocabulary is varied and appropriate to the text(s) being discussed, presents main ideas and supporting details, and communicates some nuances of meaning.
- Control of grammatical and syntactic structures is very good; use of verb tenses and moods is generally accurate; word order and formation are accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; paragraphing shows grouping and progression of ideas.

4 Language usage is appropriate to the task and generally accurate; the reader's understanding of the response is clear and not affected by errors in the student's use of language.

- Vocabulary is appropriate to the text(s) being discussed, and presents main ideas and some supporting details.
- Control of grammatical and syntactic structures is good; occasional errors in the use of verb tenses and moods do not detract from understanding; word order and formation are mostly accurate.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; occasional errors do not detract from understanding; paragraphing shows grouping and progression of ideas.

3 Language usage is appropriate to the task and sometimes accurate; the reader understands the response though the student's use of language is somewhat limited.

- Vocabulary is appropriate to the text(s) being discussed, but may be limited to presenting some relevant ideas.
- Control of grammatical and syntactic structures is adequate; errors in the use of verb tenses and moods may be frequent but do not detract from overall understanding; word order and formation are generally accurate.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are sometimes accurate; numerous errors do not detract from overall understanding; paragraphing shows grouping of ideas.

2 Language usage is sometimes inappropriate to the task and generally inaccurate; the reader must supply inferences to make the response understandable.

- Vocabulary may be inappropriate to the text(s) being discussed, and forces the reader to supply inferences.
- Control of grammatical and syntactic structures is weak; errors in verb forms, word order, and formation are numerous and serious enough to impede comprehension at times.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally inaccurate; errors are numerous and serious enough to impede comprehension at times; paragraphing may not show grouping of ideas.

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Scoring Guidelines for Language Usage for Question 4 (continued)

1 Language usage is inappropriate to the task, inaccurate, and insufficient; the reader struggles to create an understanding of the response.

- Vocabulary is insufficient and inappropriate to the text(s) being discussed; errors render comprehension difficult.
- Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, and formation are nearly constant and impede comprehension frequently.
- Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are inaccurate; errors are nearly constant and impede comprehension frequently; there may be little or no evidence of paragraphing.

0 The response is so brief or so poorly written as to be meaningless, is in English, or is otherwise off-task.

Note: An essay that merely restates part or all of the prompt receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

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Note: An essay that receives a (-) in content must also receive a (-) in language.

Answer page for Question 4

Los poemas "Arroyo de inconsecuentes el gusto y la censura de los hombres que en las mujeres acusan de lo que causan" de Sor Juana Inés de la Cruz y "Décimas escritas muy de prisa, en respuesta de otras que panderaban la mudanza de las mujeres" por Marcia Belisinda prescriben las relaciones entre los hombres y las muy mujeres. ~~Medio~~ Esto se logra por medio del uso de recursos literarios, ~~sin embargo~~ y el tema se presenta similarmente.

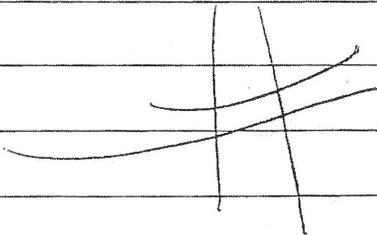
Recursos literarios como el punto de vista y tono son empleados para desarrollar el tema de las relaciones entre generos. El punto de vista en ambos es de mujeres las cuales están en contra de la represión por parte de los hombres. En el primer poema ~~se~~ el yo lírico habla por todas las mujeres que que los hombres "acusan] sin razón" (1-2). En el segundo es igual, nunca se utilizan palabras como yo sino que se habla de "las mujeres" (3). Además, el tono también se usa para mostrar los puntos ~~de las autoras~~ ~~del~~ de los yo líricos. Los tonos en ambos poemas son defensivos. En el primero el hablante hasta ~~te~~ pregunta cuestiona a los hombres, preguntándoles "¿por qué queréis que obren bien si las incitáis al mal?" (7-8). En el segundo el yo lírico defensivamente acusa, ~~es~~ diciendo que "el hombre mentira dice" (12). El punto de vista y tono

Additional answer page for Question 4

de estos poemas muestran la relación ~~antagónica~~ entre los hombres y mujeres según los ya líricos.

El tema en ambos poemas es representado similarmente. Ambos ya ~~líricos~~ líricos critican al hombre fuertemente y lo ~~presentan~~ presentan como un opresor y ~~misoginista~~ misogynista. En el primero se le reprocha al hombre que "pues la que más se recata, / si no os admite, es ingrata, / y si os admite, es liviana" (30-33). En el segundo se coloca ~~at~~ a la mujer en un pedestal diciendo "que diamantes son" (3-4). Ambos poemas representan a la mujer similarmente, ~~ta~~ es el tema de las relaciones entre hombres y mujeres similarmente, defendiendo a la mujer y acusando al hombre de actos inconsecuentes.

Los poemas de Sor Juana Inés de la Cruz y Marcia Belisarda muestran la relación entre hombres y mujeres. El tono y punto de vista son utilizados para representar ~~la~~ la relación como desigual. Al hombre se le acusa de ~~reprimir~~ reprimir a la mujer y a la mujer se le ~~depende~~ depende.



Additional answer page for Question 4

Stente
~~proposito~~ el hombre y la mujer.

Otro recurso literario que se usa es la hipérbolo.

~~En el primer poema~~ En el primer poema los hombres son acusados de "que obran bien / si los incitáis al mal?" "Ellos son la razón por la cual las mujeres actúan de la manera de que lo hacen. También habla de la manera en que el hombre quiere que la mujer sea pura y leal pero "ellos" hablar a la que buscan / para pretendida, "trains" y luego ellos buscan a otra mujer. También un ~~el~~ segundo poema habla de la manera que las mujeres actúan cuando un hombre "mentir cada día" le causa que lo saque cada mes. El uso de hipérbolo es buscado para expresar la manera en el cual los hombres ven a las mujeres y vice-versa.

Los dos personajes tienen ~~se~~^{su} problemas y diferencias pero a la misma vez tiene cosas en común. Los dos quieren estar en control pero no se puede. Ambos poemas capturan el dilema que existe en la sociedad hasta hoy en día.

Answer page for Question 4

En los dos poemas se habla de la manera en que los hombres tratan a las mujeres. En el primer poema se menciona que la mujer actúa con acuerdo a la manera que el hombre la trata. En el poema dos se menciona que cuando una mujer es honesta con un hombre, él en vez de apreciar su honestidad, se dirige con puras mentiras. También podemos comparar que los dos poemas critican que los hombres no saben valorar a las mujeres y no las tratan como se merecen. A veces ellos se quejan de no ser tratados como ellos creen que los deben de tratar pero ellos no hacen nada para que las mujeres los traten bien, solamente piensan en lo que ellos quieren y no en los demás.

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Note: Student samples are quoted verbatim and may contain grammatical errors.

Question 4

Essay: Text Comparison

Overview

This question required students to read two excerpts related by theme: one from a work on the required reading list, the other from a work not on the list. (The whole work may be included in the case of a short poem.) Students were asked to analyze the effect of literary devices that the authors use in the texts to develop a particular theme. In the essay, students were required to compare the presentation of the theme in the two texts and to cite examples from both texts that support their analysis. On this year's exam, the two texts included a fragment of Sor Juana Inés de la Cruz's poem *Hombres necios que acusáis*, which appears on the required reading list, and Marcia Belisarda's poem *Décimas escritas muy de priessa, en respuesta de otras en que ponderaban la mudanza de las mujeres*, which is not on the list. Students were asked to analyze the effect of the literary devices used by the authors of both poems to develop the theme of relations between men and women (*las relaciones entre los hombres y las mujeres*) and to compare the presentation of the theme in both poems.

Sample: 4A

Content Score: 5

In this well-developed and well-organized essay, the student effectively analyzes and clearly compares the effect of literary devices in the texts (Sor Juan Inés de la Cruz's *Hombres necios que acusáis* and Marcia Belisarda's *Décimas escritas muy de priessa*) with regard to the development of the theme of the relations between men and women. The essay begins by referring to the efficacy of the literary devices in presenting the theme ("*se logra por medio del uso de recursos literarios*"). In the second paragraph, the student identifies these features as point of view and tone ("*Recursos literarios como el punto de vista y tono son empleados para desarrollar el tema de las relaciones entre géneros*"), and defines how point of view is used in the two poems ("*El punto de vista en ambos es de mujeres las cuales están en contra de la represión por parte de los hombres*"). The student analyzes the importance of point of view in both poems to establish the poetic voice as representative of women in general ("*En el primer poema el yo lírico habla por todas las mujeres que que los hombres [acusan] sin razón*" 11-2); "*En el segundo es igual, nunca se utilizan palabras como yo, sino que se habla de 'las mujeres'*" (3). The student also addresses similarities in tone ("*Además, el tono también se usa para mostrar los puntos de los yo líricos*"; "*Los tonos en ambos poemas son defensivos*"), and identifies differences in approach between the two texts ("*Él el primero el hablante hasta cuestiona a los hombres, preguntándoles '¿porqué queréis que obren bien si las incitáis al mal?'*" (7-8); "*En el segundo el yo lírico defensivamente acusa, diciendo que 'el hombre mentira dice'*" (12)). In the next paragraph the student returns to the theme, noting the similarities between the two poems ("*El tema en ambos poemas es representado similarmente*"; "*Ambos yo líricos critican al hombre fuertemente y lo presentan como un opresor y misoginista*"). The essay explores subtle differences between the two poems, alluding to additional literary devices with well-chosen textual examples ("*En el primero se le reprocha al hombre que 'pues la que más se recata, / si no os admite, es ingrata, / y si os admite, es liviana'*" (30-33); "*En el segundo se coloca a la mujer en un pedestal, diciendo 'que diamantes son'*" (3-4)). The logical progression of ideas in the essay's comparison of the theme leads the student to an explicit statement of purpose that adds cohesion to the essay as a whole ("*Ambos poemas representan el tema de las relaciones entre hombres y mujeres similarmente, defendiendo a la mujer y acusando al hombre de actos inconsecuentes*"). The essay concludes with an effective summary of the analysis of the theme in both poems ("*El tono y punto de vista son utilizados para representar la relación como desigual. Al hombre se le acusa de reprimir a la mujer y a la mujer se le defiende*").

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Question 4 (continued)

Language Score: 5

The student's use of language is both appropriate to the task and accurate. The vocabulary is varied (“se logra”; “represión”; “defensivos”; “cuestiona”; “pedestal”; “desigual”; “reprimir”), supports the analysis of main ideas and supporting details, and communicates some nuances of meaning (“opresor y misoginista”; “reprocha”). The student demonstrates very good control of grammar and syntax (“se logra por medio del uso de recursos literarios”; “el tema se presenta”; “sino que”; “hasta cuestiona a los hombres, preguntándoles”; “critican al hombre fuertemente”), with errors that do not affect understanding (“en respuesta de otras”; “Recursos literarios”). The student includes transitional elements that guide the reader through the analysis (“Además”; “tambien”; “En el primero”; “similarmente”). The essay contains minimal errors with accents (“tambien”; “misoginista”), one error in transcription from a title (“acusar”), and shows very good control over the writing conventions of spelling, punctuation, and paragraphing.

Sample: 4B

Content Score: 3

This essay attempts to analyze literary devices and compare the theme in both texts, but description outweighs analysis. The student identifies rhetorical and structural features in both texts (rhyme and hyperbole) and attempts to explain their relevance to the theme of the relations between men and women (“En ambos poemas resalta el uso de la rima”; “Otro recurso literario que se usa es la hiperbole”). The student describes the relations between men and women as competitive (“El hombre y la mujer tienen una 'rivalidad' al querer ser mejor que el otro”), returning to this concept in the final paragraph (“Los dos personajes tienen sus problemas y diferencias pero a la misma vez tiene cosas en común”). The thesis provides a framework for a logical progression of ideas, but it lacks clarity (“En ambos poemas las autoras usan el rima y comparación para dar una descripción entre la relación de ambos personajes”). In the second paragraph the student describes rhyme as a literary device and refers to examples in the two poems (“repite el sonido de 'ion' lo cual funciona para hacer que el poema tenga rima”; “En el segundo poema se usa en 'el hombre mentira dice, y si en algo contradice”), but the attempts to link the use of the device to the development of the theme are not clear (“la rima es usada para expresar lo que el hombre siente al hablar”; “El uso del rima ayuda a que el poema tenga fluides y tambien para comparar lo que siente el hombre y la mujer”). In the third paragraph, the student discusses the rhetorical feature of hyperbole in the two poems, but the examples given are not clear or relevant (“En el primer poema los hombres son acusado de 'que obren bien/si las incitáis al mal?'”; “Tambien habla de la manera en que el hombre quiere que la mujer sea pura y leal pero ellos 'hallar a la que buscáis/para pretendida, Thais' y luego ellos buscan a otra mujer”; “Tambien en el segundo poema habla de la manera que las mujeres actuan cuando un hombre 'mentir cada dia”). The student attempts to explain the effect of hyperbole, but the explanation is not clear (“El uso de hiperbole es benefical para expresar la manera en el cual los hombres ven a las mujeres y 'vice-versa’”). In the final paragraph, the student returns to the theme of the relations between men and women, noting the similar position of the poetic voice (“Los dos quieren estar en control pero no se puede”), and the essay concludes with a statement about similarities between the two poems and their continuing social relevance (“Ambos poemas capturan el dilemma que existe en la sociedad hasta hoy en dia”). If the student had moved beyond the description of the structural device of rhyme and provided an analysis of how rhyme serves to develop the theme in the two poems, or if the student had more effectively and accurately analyzed the effect of hyperbole in the poems' respective representations of the relations between men and women, this essay would have merited a higher score.

Language Score: 4

The use of language in this essay is appropriate to the task and generally accurate. The essay contains vocabulary appropriate to the texts being discussed (“resalta”; “la rima”; “contradice”; “considerado”);

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Question 4 (continued)

however, it occasionally shows the interference of English (“*beneficial*”; “*Ambos poemas capturan*”). The student’s control of grammatical structures is good (“*Aunque los dos se necesitan*”; “*para hacer que el poema tenga rima*”; “*le causa que lo saque*”), although there are some errors, but they do not detract from understanding (“*el rima*”; “*siente el hombre y la mujer*”; “*son acusado*”; “*la razon por el cual*”; “*Los dos personajes...tiene*”). The student’s use of verb tenses and moods is good (“*hacer que el poema tenga*”; “*quiere que la mujer sea*”), and word order and formation are mostly accurate. The essay contains some errors in spelling (“*fluides*”; “*el dilemma*”) and accents (“*relacion*”; “*íon*”; “*tambien*”; “*actuan*”; “*hiperbole*”), but writing conventions are generally accurate. The essay uses paragraphing to group ideas.

Sample: 4C

Content Score: 2

This essay attempts to compare the theme of the relations between men and women in both poems (“*En los dos poemas se habla de la manera en que los hombres tratan a las mujeres*”), but does not include a discussion of literary devices and consists predominately of summary. The student understands and recognizes thematic features of each poem and attempts to compare them (“*En el primer poema se menciona que la mujer actua concuerdo a la manera que el hombre la trata*”; “*Tambien podemos comparar que los dos poemas critican que los hombres no saven valorar a las mujer y no las tratan como se meresen*”), but does not provide examples. The student alludes to a contradiction in the behavior of men and their expectations for the behavior of women, but presents it as paraphrase without connecting it to evidence in the texts (“*A beses ellos se quejan de no ser tratados como ellos creen que los deben de tratar pero ellos no hacen nada para que las mujeres los traten bien, solamente piensan en lo que ellos quieren y no en los demas*”). If the student had provided clear and relevant evidence from the texts to support the comparison, even without including a discussion of literary devices, this essay would have received a higher score. Additionally, if the student had identified rhetorical, stylistic, or structural features in the poems, provided evidence, and connected them to the comparison of the two poems, this essay would have received a much higher score.

Language Score: 3

Language usage in this essay is appropriate to the task and sometimes accurate. The vocabulary is limited to presenting main points (“*se habla*”; “*tratan*”; “*se menciona*”; “*honesta*”; “*honestidad*”; “*comparar*”; “*critican*”; “*se quejan*”; “*tratados*”). The use of verb tenses and moods in the essay is generally correct (“*los dos poemas critican*”; “*para que las mujeres los traten*”). The student’s control of grammatical and syntactic structures is adequate (“*se habla de*”; “*tratan a las mujeres*”; “*cuando una mujer es honesta con un hombre*”; “*ellos se quejan de no ser tratados*”) and errors do not detract from overall understanding (“*la manera en que*”; “*actua concuerdo a la manera*”; “*las mujer*”). There are frequent errors in accents (“*actua*”; “*el*”; “*tambien*”; “*demas*”), errors in spelling (“*bes*”; “*saven*”; “*volorar*”; “*meresen*”; “*beses*”), and punctuation (“*el*”; “*se dirige*”). Paragraphing does not show a grouping of ideas.