

AP[®] SPANISH LITERATURE AND CULTURE 2016 SCORING GUIDELINES

Question 4

Text Comparison

Essay: Texts and Theme

Text 1: *Don Quijote de la Mancha*, Miguel de Cervantes

Text 2: *Niebla*, Miguel de Unamuno

Theme in the text: *La dualidad del ser*

- 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.

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Question 4 (continued)

Note:

A. If the essay has a significantly unbalanced focus on one of the texts, the analysis must be good to merit a 3.

B. If the essay does not include literary devices, the comparison of the theme in both texts must be good to merit a 3.

C. If the essay suggests a lack of understanding of the theme, the analysis of literary devices in both texts must be good to merit a 3.

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

- May identify 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.

- May identify some rhetorical, stylistic, or structural features in one or both 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 not in Spanish, 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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Question 4 (continued)

Language Usage

- 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; 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 in 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.

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Question 4 (continued)

Language Usage (continued)

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.

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

- Vocabulary is insufficient or 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 not in Spanish, 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

En los dos fragmentos, el de Don Quijote y el de Niebla, los recursos literarios empleados por sus autores respectivamente contribuyen al desarrollo del tema de la dualidad del ser.

En Don Quijote de la Mancha de Miguel Cervantes, se utiliza la anáfora y la repetición del "ya" en el primer párrafo para enfatizar cómo Don Quijote ha cambiado de personalidad y como cambio de repente a ser "ya" Alonso Quijano, que "ya [estrenando] de Amadís de Gaula", "ya [le] son odiosas las historias... de la [caballero]", "ya [conoce]... el peligro [de] habedlas leído" y "ya las abomin[an]". Aquella repetición da a entender que ha habido un cambio drástico en la ~~causa~~ el juicio de Quijote, ahora Alonso Quijano, y como ~~está~~ ~~se~~ volvió a recuperar. ~~Esta anáfora~~ Esta anáfora ayuda a desarrollar el concepto de la dualidad del ser con respecto a Don Quijote y su transformación a alguien considerado ser "normal". ~~Esta anáfora, como otros en~~

~~Esta~~ En Niebla ~~por~~ de Miguel de Unamuno, la diferencia entre los tiempos verbales enfatiza un cambio de persona e identidad. Al principio del fragmento el narrador dice, "Empecé como..." en una repetición del "como" a través de esa oración. ~~Se~~ Caracteriza su pasado y describe su personalidad cuando "era como una sombra, como una ficción".

Additional answer page for Question 4

Al llegar a la segunda parte del primer párrafo, el narrador cambia a presente, enfatizando el "ahora" y como "ahora me pongo ahora no [duda] de [su] existencia". Con este cambio es evidente un cambio de transformación personal. Similarmemente, el diálogo frecuente entre don ~~Alonso~~^{Miguel} y Augusto y el cambio rápido entre ellos que no ~~es~~ es tan claramente definidos ayuda a enfatizar la dualidad del ser. Cuando Augusto le dice ~~que~~ a don Miguel, "que sea usted y no yo" y "no sea que usted no pase... mi historia" y el uso constante del "yo", "mi", "Usted", produce una ambigüedad que tiene la capacidad de disminuir la distancia entre ambos seres y produce una unión entre ellos.

En ambas obras, se caracteriza en personaje, en el caso de Niebla el autor, que se transforman o intentan transformarse al estar frente a otra identidad que terminan agobiados. En Don Quijote de la Mancha, Don Quijote termina con sus locuras y se apropia de su nombre Alonso Quijano mientras niega los libros de caballería que dominaron su mente y años de vida. En Niebla el autor, Miguel de Unamuno, se enfrenta a una creación literaria que representa una identidad altera, pero en este caso, aquella identidad responde y se describe en conflicto con el ser. A través de recursos literarios, los autores de estas obras logran captar y desarrollar el tema de la dualidad del ser y de la identidad de él.

Answer page for Question 4

¿Hay cosas que ^{las} imaginamos son reales o ficción?
 Eso es la pregunta grande en los ^{fragmentos} obras "Don Quijote de la Mancha" y "Niebla."

^{Don} Quijote es un creación de Alonso Quijano y todo de eso es un creación de Miguel de Cervantes. El primero fragmenta analiza la realidad o verdad un personaje que una persona ha creído para su mismo. El segundo fragmento examina el relación entre el personaje imaginado y la persona o escritor que creelo.

Don Quijote leía tantos libro sobre galantería, chivalrismo y cuentos de nobleza, él piensa que él está viviendo en un cuento de fantasía como las personajes de sus libro. El también es su origen (Alonso Quijano) pero él identifica con Don Quijote cuando está aventurando. Cuando él está descubriendo su identidad, usa lenguaje contradictorio y irónico que representa la dualidad de su personalidad. No podemos confiar en el narrador.

Additional answer page for Question 4

el escritor o Don Quijote totalmente porque su lenguaje es tanto confuso y el narrador cambia.

Don Quijote piensa que su persona como Don Quijote es real porque él lo cree. En un otro senso, la niebla está preguntado su existencia porque quiere entender si es solamente un argumento de la imaginación del autor.

¿Tiene el niebla un consciencia que está separado de su creador? ¿Tiene Don Quijote un consciencia que es diferente que lo de Alonso Quijano?

“Niebla” es más específico en su presentación de la dualidad de ser.

Quijote está explicando su existencia a otros pero en el Niebla la creación está preguntando a su creador, su existencia. Eso es más en el género de realismo mágico pero la idea de un creación que sabe que hay un creación es muy raro pero cosas en los libros no se

Additional answer page for Question 4

parteen como Oreaturas pasnas. Es
posible que tiene ^{su} mismas mentes.

Answer page for Question 4

Antes el ser humano deja de existir y
en vez se crea una fantasía de sí mismo. En
este caso Don Quijote de la mancha y un am-
so cuestionados por sí mismo si viven en
la realidad o no, o si viven dos vidas, una
de fantasía y de realidad.

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Question 4

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

Overview

Question 4 (Text Comparison) is an essay question that 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. Students were required to compare the presentation of the theme in the two texts and to cite examples from both texts to support their analysis. On this year’s exam, the two texts included a fragment of Miguel de Cervantes Saavedra’s novel *Don Quijote de la Mancha, Segunda Parte*, which appears on the required reading list, and a fragment from Miguel de Unamuno’s novel *Niebla*, which is not on the list. Students were asked to analyze the effect of the literary devices used by the authors in both texts to develop the theme, to analyze the duality of being (*la dualidad del ser*), and to compare the presentation of the theme in both texts.

Sample: 4A

Content Score: 5

In this well-developed and well-organized essay, the student clearly analyzes the effect of literary devices and compares the theme of *la dualidad del ser* in both *Don Quijote de la Mancha, Segunda parte* by Miguel de Cervantes Saavedra and *Niebla* by Miguel de Unamuno. Throughout the essay, the student supplies and clearly analyzes the effect of specific literary devices in both texts (“*En Don Quijote de la Mancha de Miguel de Cervantes, se utiliza la anafora ... para enfatizar como Don Quijote ha cambiado de personalidad y como cambio de repente a ser ‘ya’ Alonso Quijano*”; “*Aquella repeticion da a entender que ha habido un cambio drastico en el juicio de Quijote*”; “*Esta anafora ayuda a desarrollar el concepto de la dualidad ser con acuerdo a Don Quijote y su transformacion a alguien cosiderado ser ‘normal’*”; “*En Niebla de Miguel de Unamuno, la diferencia entre los tiempos verbales enfatiza un cambio de persona e identidad*”; “*el dialogo frecuente entre don Miguel y Augusto y el cambio rapido entre ellos que no es tan claramente definido ayuda a enfatizar la dualidad del ser*”; “*el uso constante del ‘yo’, ‘mi’, ‘usted’, produce una confusion que tiene la capacidad de difuminar la division entre ambos seres y produce una union entre ellos*”). The student analyzes the development of the theme in both texts to support comparative analysis (“*En ambas obras, se caracteriza un pesonaje, en el caso de Niebla el autor, que se transforman o intentan transformarse al estar frente a otra identidad que terminan agobiandolos*”; “*Don Quijote termina con sus locuras y se apropia de su nombre*”; “*En Niebla el autor, Mguel de Unamuno, se enfrenta a una creacion literaria que representa una identidad alterna*”). The essay begins with an explicit statement of purpose (“*En los dos fragmentos, el de Don Quijote y el de Niebla los recursos literarios empleados por sus autores respectivos contribuyen al desarrollo del tema de la dualidad del ser*”), follows a coherent structure, and includes a cohesive and logical progression of ideas (“*En los dos fragmentos*”; “*En Don Quijote de la Mancha ... se utiliza la anafora*”; “*En Niebla ... la diferencia entre los tiempos verbales enfatiza un cambio*”; “*Al principio del fragmento el narrador dice*”; “*Al llegar a la segunda parte del primer parrafo*”; “*Con este cambio*”; “*Similarmente*”; “*En ambas obras*”; “*en el caso de Niebla*”; “*A través de recursos literaries, les autores de estas obras*”). The student supports analysis by integrating specific, well-chosen textual examples throughout the essay (“*y como cambio de repente a ser ‘ya’ Alonso Quijano, quer ‘ya [es] enemigo de Amadis de Gaula*”; “*ya [le] son odiosas las historias ... de la [caballeria]*”; “*ya [conoce] ... el peligro [de] haberlas leido*”; “*Cuando Augusto le dice a don Miguel, ‘que sea usted y no yo’ y ‘no sea que usted no pase ... mi historia’ ... el uso constant del ‘yo’, ‘mi,’ ‘usted’, produce una confusion*”).

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Question 4 (continued)

Language Score: 5

Language usage in this essay 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 texts being discussed (*"recursos literarios empleados"; "contribuyen"; "un cambio drástico"; "el juicio"; "volvió a recuperarlo"; "el concepto de"; "su transformación"; "considerado ser"; "enfatisa"; "es evidente"; "claramente definido"; "el uso constante"; "tiene la capacidad de"; "intentan transformarse"; "sus locuras"; "se apropia de"; "mientras niega"; "su mente"; "actos de locura"; "se enfrenta a"; "responde"; "lograron captar"*), and serves to present main ideas and supporting details to communicate some nuances of meaning (*"se utiliza la anáfora en la repetición del 'ya' en el primer párrafo para enfatizar como Don Quijote ha cambiado de personalidad"; "Aquella repetición da a entender que ha habido un cambio drástico"; "la diferencia entre los tiempos verbales enfatiza un cambio de persona e identidad"; "Con este cambio es evidente un cambio de transformación personal"; "el uso constante del 'yo', 'mi', 'usted', produce una confusión"*). Control of grammatical and syntactic structures is very good; use of verb tenses and moods is generally accurate. Word order and formation are accurate (*"da a entender que ha habido un cambio drástico"; "volvió a recuperarlo"; "ayuda a desarrollar"; "enfatisa un cambio"; "es tan claramente definido"; "tiene la capacidad de difuminar"; "se transforman o intentan transformarse"; "identidad que terminan agobiándolos"; "se apropia"; "mientras niega los libros"; "se enfrenta a una creación literaria"; "lograron captar y desarrollar el tema"*), notwithstanding a random error (*"con acuerdo a Don Quijote"*). The use of cohesive devices and transitional elements is appropriate to guide understanding (*Al principio"; "Al llegar"; "Similarmente"; "En ambas obras"; "a través de"; "pero"; "A través de"*). Although spelling and punctuation are generally accurate, there are some accent errors (*"anáfora"; "repetición"; "párrafo"; leído"; "drástico"; "volvió"; "transformación"; "hacer"; "ficción"; "diálogo"; "rápido"; "división"; "unión"; "agobiándolos"; "caballería"; "creación"*); but they do not impede comprehension; paragraphing shows grouping and progression of ideas.

Sample: 4B

Content Score: 3

This essay attempts to analyze the effect of literary devices and compare the theme in both texts; however, description and narration outweigh analysis. The student describes the effect of some rhetorical, stylistic, or structural features in both texts and attempts to explain their relevance to the theme (*"Don Quijote ... usa lenguaje contradictorio y irónico que representa la dualidad de su personalidad"; "la niebla está preguntado su existencia porque quiere entender si es solamente un figmento de la imaginación del autor"*), and describes the presence of the theme in both texts (*"El primero fragmenta analiza la realidad o verdad un personaje que una persona ha creído para su mismo"; "El segundo fragmento examina el relación entre el personaje imaginado y la persona o escritor que creólo"*). The essay includes a statement of purpose (*"Eso es la pregunta grande en los fragmentos de las obras 'Don Quijote de la Mancha' y 'Niebla'"*) and evidence of organization: a stated topic (*"reales o ficción"*), an introduction, and a logical progression of ideas (*"El primero fragmenta analiza la realidad o verdad"; "El segundo fragmenta examina el relación entre el personaje imaginado y la persona o escritor que creólo"; "él piensa que él está viviendo en un cuento de fantasía"; "pero él identifica con Don Quijote"; "Don Quijote piensa que ... es real"; "En un otro senso, la niebla está preguntado su existencia"; "Niebla' es más especifico"; "pero en el Niebla la creación está preguntando a su creador"; "Es posible que tiene sus mismas mentes"*). The student elaborates on main points and supports observations with examples; however, although the examples are relevant, they are not always clear (*"él piensa que él está viviendo en un cuento de fantasía como las personajes de sus libros"; "No podemos confiar en el narrador, el escritor o Don Quijote totalmente porque su lenguaje es tanto confundido y él narrador cambia"; "en el Niebla la creación está preguntado a su creador, su existencia"; "cosas len los libros no se parecen como creaturas pasivas"*). There is an error of interpretation, but it does not detract from the overall quality of the essay (*"Eso es más en el género de realismo mágico"*). If the student had clearly analyzed the

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Question 4 (continued)

effect of literary devices and compared the development of the theme, supported with appropriate textual examples, the student could have earned a higher score.

Language Score: 3

Language usage in this essay is appropriate to the task and sometimes accurate; the reader understands the response, although the student's use of language is somewhat limited. Vocabulary is appropriate to the texts being discussed, but is limited to presenting main ideas and some supporting details ("*analiza*"; "*examina*"; "*el personaje imaginado*"; "*leía tantos libro*"; "*cuento de fantasía*"; "*su origen*"; "*lenguaje contradictorio*"; "*figmento de la imaginación del autor*"; "*su existencia*"; "*es muy raro*"). Control of grammatical and syntactic structures is adequate, although there are errors in mood ("*es posible que tiene sus mismas mentes*"), word order ("*Eso es la pregunta grande*") and word formation ("*galantría*"; "*chivalrismo*"; "*adventurado*"; "*sensó*"; "*creaturas*"). There are numerous errors in word usage ("*Las cosas que las imaginamos*"; "*ha creído*"; "*creélo*"; "*él identifica con*"; "*tanto confundido*"; "*está preguntado*"; "*creedor*") and agreement ("*un creación*"; "*El primero fragmenta*"; "*El segundo fragmenta*"; "*el relación*"; "*tantos libro*"; "*las personajes*"; "*sus libro*"; "*un consciencia*"; "*el Niebra*"). Writing conventions are sometimes accurate; however, there are errors in spelling ("*lengauje*"; "*confia*"; "*especificico*"; "*len*"), and accentuation ("*ironicó*"; "*porqué*"; "*genero*"), but they do not detract from overall understanding. Paragraphing shows grouping of ideas.

Sample: 4C

Content Score: 1

This essay is inaccurate and insufficient. The essay shows no attempt to analyze the literary devices or compare both texts; irrelevant comments predominate. The student does not identify rhetorical, stylistic, or structural features in both texts, and consequently does not explain their relevance to the theme. The essay alludes to the theme ("*Abeces el ser humano deja de existir y envez se crea una fantacia de si mismo*") and only includes a single, weak comparison ("*en este caso Don Quijote de la mancha y Unamuno so questionados por si mismo si viven en la realidad o no. O si viven dos vida, una de fantacia o de realidad*"); therefore, it demonstrates a lack of understanding of the theme in both texts. The essay does not state a purpose, show evidence of organization, or offer a progression of ideas. Rather, it consists entirely of plot summary without examples relevant to the theme. If the student had attempted to identify and analyze the effect of literary devices and included a statement of purpose, in an essay that compared the development of the theme supported by appropriate textual examples, they could have earned a higher score.

Language Score: 1

Language usage in this essay is inappropriate to the task, inaccurate, and insufficient, thereby hindering an understanding of the response. Vocabulary is insufficient and inappropriate to the texts being discussed and errors render comprehension difficult. The student's control of grammatical and syntactic structures is inadequate; errors in word formation ("*Abeces*"; "*envez*"), spelling ("*fantacia*"; "*so questionados*"), and accentuation ("*fantacia*"; "*si mismo*"; "*si*") impede comprehension. The response consists of a single, short paragraph.