

**AP[®] SPANISH LITERATURE AND CULTURE
2013 SCORING GUIDELINES**

Question 3

Essay: Analysis of Single Text

Text, (Sub-) Genre, and Cultural Context:

Text: *Mi caballo mago*, Sabine Ulibarrí

(Sub-) Genre: *La poesía en prosa*

Cultural Context: *El Nuevo México rural del siglo XX*

5 The essay clearly analyzes how the text represents both the specified (sub-) genre and the given cultural context.

- Thoroughly analyzes a variety of rhetorical, stylistic, or structural features in the text as they relate to the (sub-) genre.
- Analyzes how cultural products, practices, or perspectives found in the text reflect the given cultural context.
- 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 how the text represents both the specified (sub-) genre and the given cultural context; description and narration are present but do not outweigh analysis.

- Discusses rhetorical, stylistic or structural features in the text as they relate to the (sub-) genre.
- Explains how the text's content relates to the given cultural context.
- 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 how the text represents the specified (sub-) genre and the given cultural context; however, description and narration outweigh analysis.

- Describes some rhetorical, stylistic, or structural features in the text and attempts to explain their relevance to the (sub-) genre.
- Identifies features of the cultural context represented in the text.
- 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 either the specified (sub-) genre or the given cultural context, the analysis must be good to earn a score of 3.

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Question 3 (continued)

2 The essay shows little ability to analyze how the text represents the specified (sub-) genre and the given cultural context; summary and paraphrasing predominate.

- Identifies some rhetorical, stylistic, or structural features in the text, but may not explain their relevance to the (sub-) genre.
- May not clearly identify features of the given cultural context represented in the text.
- 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 the text, 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 the (sub-) genre or the given cultural context cannot receive a score higher than 2.

1 The essay is inaccurate and insufficient; there is no attempt to analyze the text; irrelevant comments predominate.

- Identifies some rhetorical, stylistic or structural features in the text, but does not explain their relevance to the (sub-) genre.
- Demonstrates lack of understanding of the genre, of the given cultural context, or the text.
- Does not state a purpose, show evidence of organization, or offer a progression of ideas.
- May consist entirely of summary or paraphrasing of the text without examples relevant to the specified (sub-) genre or the given cultural context.
- 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 3

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 3 (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 3

Sabine Ulibarri escribió "Mi Caballo Mago," durante el Boom, un periodo de la creación de la literatura de carácter ~~en~~ latino distinto. "Mi Caballo Mago" refleja la lucha por una identidad latino, especialmente en los Estados Unidos, cuando recuerda la historia de un mozo buscando por su ~~s~~ identidad masculina.

El adolescente que quiere contiene el caballo, el narrador de la primera persona; dice que "me sentí conquistador." Este línea refleja el cambio en papel de los latinos; de opresión a poder. Además, el deseo a controlar el animal demuestra la identidad que el protagonista cultiva de un hombre. "Yo, varón!, la dominaba," él dice. El ~~es~~ muchacho quiere dominar al caballo mazo para demostrar su masculinidad.

La necesidad de formar identidad, que es común por la edad del protagonista, es más evidente porque él vive en una comunidad rural. ~~Es~~ Él no tiene otra manera a crear una identidad que dominar la naturaleza. Esta obra tiene elementos del ~~o~~ naturalismo, porque Ulibarri eleva la naturaleza, y comenta sobre la importancia del medioambiente en la vida de una persona rural típica.

El realismo mágico que Ulibarri usa crea ~~el~~ sencilla

de el lector está leyendo la poesía, a más que la prosa. La existencia de un caballo ~~es~~ mago refleja ~~to~~ el cambio de la realidad que fue común durante el periodo del Boom. Uribarrí crea un cuento con carácter onírico, con su mezcla de elementos que son fiables y no son fiables.

Además, Uribarrí usa oraciones breves muchas veces, que es más común en la poesía. Como en la poesía, el ritmo y ^{la} estructura de las oraciones contribuyen a la significancia de la obra. Los segmentos cortos que describen los sentimientos del narrador añaden a la impresión ~~de~~ que él tiene mucha tensión, y está nervioso sobre la captividad del caballo. Él está creando su identidad masculina con el acto de contener el animal, y las emociones mezcladas que él siente crea un tono explosivo. Este tono también está demostrado por el primer párrafo, cuando el narrador expresa que "cada nervio, cada músculo alerta." El uso de asíndeton crea un tono urgente.

La busca por una identidad individual, que el protagonista presenta, es un tema universal. Uribarrí no comenta explícitamente en la identidad

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Additional answer page for Question 3

del narrador. Su experiencia no es única. Ulibarri
refleja ~~la~~ la creación de una identidad ~~de~~ latino
en los Estados Unidos.

Answer page for Question 3

Muchas veces en la literatura, escritores representan ciertas características de la poesía en prosa. En su obra "Mi caballo mago," Sabine Ulibarri usa ^{recursos} ~~figuras~~ literarias en ~~su~~ ^{la} prosa, ~~que~~ ~~le~~ ~~hace~~ ~~semlar~~ ~~la~~ ~~poesia~~ ~~que~~ ~~le~~ ~~hace~~ ~~semlar~~ ~~la~~ ~~poesia~~. Tras el pasaje, Ulibarri incorpora recursos literarios como la asonancia, anáfora, y preguntas retóricas en su prosa, ~~que~~ ~~le~~ ~~hace~~ ~~semlar~~ ~~la~~ ~~poesia~~. Características que usualmente se encuentran en la poesía.

En el primer párrafo, ~~hay~~ Ulibarri emplea la ~~usa~~ de asonancia para destacar sentimientos de seguridad cuando el personaje principal describe, "Me siento seguro. Desato el cabestro, abro el lazo." La repetición del sonido "o" trae sentimientos de tranquilidad, ~~como~~ Este detalle tiene gran significancia en que la obra

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Additional answer page for Question 3

cuenta de un caballo ^{con} quien el personaje principal le hace amigos. La seguridad que se siente con el caballo puede sugerir el final cuando él ha hizo paz con este animal.

En la línea doce, hay anáfora cuando el personaje principal dice que "quería cantar y pronto me olvidaba. Quería gritar pero callaba." Esta repetición de la palabra "quería" da énfasis en la emoción que el chico se siente pero no puede expresar a causa de la regla social de que hombres deben mantener fachadas fuertes.

Finalmente, en la línea veinte, Miharrí emplea preguntas retóricas cuando el chico ya ha traído el caballo mágico a su hogar, el pregunta, "¿Sigue hacer contigo, Mago?" Esta pregunta demuestra su frustración en haber finalmente ganado lo que quería pero en no poder de hacerle un cuento.

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Additional answer page for Question 3

cómo.

Las figuras retóricas que emplea Ulibarrí tras su obra de prosa funcionan en una manera que la hacen parecer como poesía.

Con la uso de asonancia, metáfora y preguntas retóricas, Ulibarrí crea, en el contexto cultural de Nuevo México rural del siglo XX una obra con características muy complejas.

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Answer page for Question 3

En la historia "mi caballo mágico" Sabine Ulibarrié usa mucho la prosa para crear un efecto especial cuando lo leemos. Por ejemplo cuando él dice "Ojos ardientes en sus pozos. Boca seca. Frente caliente." En esta parte de la historia Ulibarrié no hace imaginar y sentir lo que el muchacho ve y toca.

En el siglo XX cuando se escribió esta historia muchas personas creían en la magia por eso Ulibarrié escribió esta historia para conseguir que los lectores lean su historia. Pero de seguro los más jóvenes lo leyeron porque están en la edad de la imaginación.

Como todo joven nosotros imaginamos muchas cosas por ejemplo amor, dinero, diversión entre varias cosas. Y como esta historia habla sobre magia y un caballo nuestra imaginación va a querer uno de esos.

Como vemos el autor usó prosa para que nosotros podríamos imaginar lo que

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Additional answer page for Question 3

podemos tener. Aunque no por magia pero
con nuestro esfuerzo.

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

Question 3

Essay: Analysis of Single Text

Overview

This question required students to read an excerpt from a work on the required reading list (or the whole work, in the case of a short poem) and then analyze how the text represents the characteristics of a particular genre, as well as a particular historical, cultural, or social context, commenting on relevant literary devices in the text and citing examples from the text that support their analysis. On this year's exam, the excerpt was taken from Sabine Ulibarrí's *Mi caballo mago*. Students were asked to analyze how the textual fragment represents the characteristics of prose poetry (*poesía en prosa*) and the cultural context of 20th-century rural New Mexico.

Sample: 3A

Content Score: 5

This essay earned a content score of 5. The essay clearly analyzes how the text represents both the specified sub-genre and the given cultural context. The student thoroughly analyzes a variety of rhetorical, stylistic and structural features in the text as they relate to the sub-genre and explains their impact ("*Como en la poesía, el ritmo y la estructura de las oraciones contribuyen a la significancia de la obra*"; "*El uso de asineton crea un tono urgente*"). While the essay refers to the Boom and to *realismo mágico*, the student's comments support the use of this terminology ("*La existencia de un caballo mago refleja el cambio de la realidad que fue común durante el periodo del Boom. Ulibarrí crea un cuento con caracter onirico, con su mezcla de elementos que son fiables y no son fiables*"). In addition, the student analyzes how cultural products, practices, or perspectives in the text reflect the cultural context ("*... el deseo a controlar el animal demuestra la identidad que el protagonista culitva de un hombre*"; "*Él no tiene otra manera a crear una identidad que dominar la naturaleza*"). The essay contains an explicit statement of purpose ("*Mi Caballo Mago' refleja la lucha por una identidad latino, especialmente en los Estados Unidos, cuando recuerda la historia de un mozo buscando por su identidad masculino*"), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay. The student supports analysis by integrating specific, well-chosen examples throughout the essay.

Language Score: 4

Language usage in this essay 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. Although there are occasional errors ("*recorda*"; "*demonstra*"; "*el sencillo*"; "*significancia*"), vocabulary is appropriate to the text, and the response presents main ideas and supporting details ("*refleja*"; "*identidad latino*"; "*dominar*"; "*eleva*"; "*medioambiente*"; "*onirico*"; "*emociones mezclados*"). Errors of grammatical and syntactic structures occur ("*buscando por su identidad masculino*"; "*quiere contiene*"; "*es común por la edad*"; "*otra manera a crear*"; "*de el lector*"; "*los sentimientos ... añade*"; "*las emociones ... crea*"; "*comenta ... en*"), but they do not detract from understanding. Use of verb tenses, word order, and formation are mostly accurate. Despite errors of spelling ("*opression*"; "*culitva*"; "*necesidad*"; "*comunidades*") and omission of accent marks ("*periodo*"; "*magico*"; "*poesia*"; "*caracter onirico*"; "*tension*"; "*unica*"), errors do not detract from understanding. Paragraphing shows grouping and progression of ideas.

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Question 3 (continued)

Sample: 3B

Content Score: 3

This essay earned a score of 3. The essay attempts to analyze how the text represents the sub-genre and the cultural context; description and narration outweigh analysis. The student describes some rhetorical and stylistic features and attempts to explain their relevance to the sub-genre (“*Ulibarrí incorpora recursos literarios como la asonancia, anafora, y preguntas retóricas en su prosa, características que usualmente se encuentran en la poesía*”). The cultural context is alluded to with only two sentences (“*la regla social de que hombres deben mantener fachadas fuertes*”; “*Ulibarrí crea, en el contexto cultural de Nuevo México rural del siglo XX una obra con características muy complejas*”). There is some logical progression of ideas, as the student begins with a statement of purpose that addresses the sub-genre (“*Ulibarrí usa unas recursos literarias en la prosa, que le hace semblar la poesía*”), and, in subsequent paragraphs, attempts to elaborate on the literary devices mentioned in the introduction. The student supports commentary with examples; however, the examples are not always clear (“*Esta pregunta demuestra su frustración en haber finalmente ganado lo que quería . . .*”). Some errors of interpretation occur (“*. . . un caballo con quien el personaje principal le hace amigos*”), but do not detract from the overall understanding of the essay. Because the student focused more on the sub-genre than the cultural context, the essay is unbalanced and could not earn a score higher than 3. If the analysis had better integrated the two aspects of the question, the essay might have merited a higher score.

Language Score: 3

Language usage 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 used to present main ideas and some supporting details (“*incorpora*”; “*destacar*”; “*tranquilidad*”), although it is limited by several errors (“*semblar*”; “*la usa*”; “*significancia*”). Errors of grammatical and syntactic structures are present (“*unas recursos literarias*”; “*la pasaje*”; “*le hace amigos*”; “*esta animal*”; “*poder de hacerle*”) as are errors of verb tense (“*se sienta*”; “*ha hizo*”). Nonetheless, they do not detract from overall understanding. There are occasional spelling errors (“*sugerer*”; “*complejas*”) and omitted and misplaced accent marks (“*parrafo*”; “*repetición*”; “*énfasis*”; “*retóricas*”; “*traído*”; “*retóricas*”; “*asonancia*”), but they do not detract from readability. Paragraphing shows grouping and progression of ideas.

Sample: 3C

Content Score: 1

This essay earned a score of 1. The essay is inaccurate and insufficient; there is no attempt to analyze the text. Irrelevant comments predominate. The student quotes a line from the text (“*Ulibarrí usa mucho la prosa para crear un efecto especial . . .*”), but there is no identification of rhetorical, stylistic, or structural features. In addition, while the student alludes to a cultural context (“*En el siglo XX cuando se escribió esta historia muchas persona creían en la magia*”), there is no mention of rural New Mexico nor a clearly stated purpose. As a result, the essay does not offer a progression of ideas. The essay contains frequent errors of interpretation (“*Ulibarrí escribió esta historia para conseguir que los lectores lean su historia*”; “*el autor uso prosa para que nosotros podamos imaginar lo que podemos tener*”) and irrelevant comments (“*Como todo joven nosotros imaginamos muchas cosas por ejemplo amor, dinero, diversión entre varias cosas*”).

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Question 3 (continued)

Language Score: 2

Language usage is sometimes inappropriate to the task and often inaccurate; the reader must often supply inferences to make the response understandable. Vocabulary is limited and does not support a discussion of the sub-genre or the cultural context. Control of grammatical and syntactic structures is weak (“*no hace*”; “*muchas persona*”; “*lo leyeron*”; “*uno de esos*”; “*no por magia pero con nuestro esfuerco*”); errors in verb form, tense, and mood are numerous (“*creeian*”; “*leean*”; “*uso*”; “*podramos*”) and interfere with understanding. Accent marks are frequently omitted (“*el dice*”; “*escribio*”; “*estan*”; “*imaginacion*”). Frequent errors of punctuation, such as missing commas and misplaced periods, create run-on sentences and sentence fragments that impede comprehension.