

**AP<sup>®</sup> SPANISH LITERATURE AND CULTURE  
2014 SCORING GUIDELINES**

**Question 3**

**Essay:** Analysis of Single Text

**Text, Movement, and Cultural Context**

**Text:** "A Roosevelt," Rubén Darío

**Movement:** *Modernismo*

**Cultural Context:** *Latinoamérica del siglo XX*

- 5 The essay clearly analyzes how the text represents both the specified movement and the given cultural context.**
- Analyzes how cultural products, practices, or perspectives found in the text reflect the given movement and cultural context.
  - Analyzes a variety of rhetorical, stylistic, or structural features in the text.
  - 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 movement and the given cultural context; description and narration are present but do not outweigh analysis.**
- Explains how the text's content relates to the given movement and cultural context.
  - Discusses rhetorical, stylistic or structural features in the text.
  - 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 movement and the given cultural context; however, description and narration outweigh analysis.**
- Identifies features of the given movement and cultural context represented in the text.
  - Describes some rhetorical, stylistic, or structural features 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 movement or the given cultural context and discusses rhetorical, stylistic, and structural features, the analysis must be good to earn a score of 3. If the essay has a balanced focus on both the movement and the cultural context but does not discuss rhetorical, stylistic, and structural features, the analysis must be good to earn a score of 3. If the essay focuses only on either the specified movement or the given cultural context and discusses rhetorical, stylistic, and structural features, the analysis of both 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 movement and the given cultural context; summary and paraphrasing predominate.**

- May not clearly identify features of the given movement or cultural context represented in the text.
- May not clearly identify rhetorical, stylistic, or structural features of 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 given movement or cultural context without commenting on the rhetorical, stylistic, or structural features 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.**

- Demonstrates lack of understanding of the given movement or cultural context, or the text.
- May not identify rhetorical, stylistic, or structural features of a 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 given movement or 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 Questions 3 and 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.

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## 2014 SCORING GUIDELINES

Scoring Guidelines for Language Usage for Questions 3 and 4 (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 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

En su poema "A Roosevelt," Rubén Darío condena el imperio de los Estados Unidos y lauda la belleza cultural de la América Latina. Estas ideas reflejan el contexto histórico de esa época, que fue que los Estados Unidos, entre otros países, trataron de invadir a países de América Latina para poder político y recursos naturales. Además, la forma y las ideas del poema son ejemplos perfectos del Modernismo, el movimiento literario del tiempo.

Para empezar, Darío escribió su poema para responder a las relaciones tensas entre el mundo hispanohablante y los Estados Unidos. En 1904, Theodore Roosevelt, el presidente de los Estados Unidos, escribió el "Roosevelt Corollary" que dijo <sup>que</sup> los Estados Unidos ayudarían cualquier país que demostrara necesidad de ayuda. Darío, y la mayoría de la <sup>América</sup> ~~América~~ Latina, interpretaron este documento como

imperialista y una manera para distribuir pensamientos americanos a través del mundo. En el poema, Darío dice que los Estados Unidos es "el futuro invasor / de la América ingenua que tiene sangre indígena" (6-7). Es orgullo de ser nicaragüense y de América Latina. Por ejemplo, indica que la América suya, "que vive tiembla de huracanes y que vive del amor / hombres de oros sajones y alma bárbara, vive. Y sueña. Y ama, y vibra" (42-44). Su América va a sobrevivir a través del imperialismo americano porque tiene riqueza cultural y orgullo fuerte. Hay diferencias fundamentales entre Roosevelt y Darío, y Darío ~~sugiere~~ hace claro que cree que su manera de pensar y vivir es mejor que la de los Estados Unidos.

El Además, el Modernismo era fue un nuevo método de pensar y escribir que se fundó cerca del turno del Siglo.

## Additional answer page for Question 3

Las obras modernistas presentan una salida de formas estrictas y ideologías viejas. "A Roosevelt" es un poema <sup>modernista</sup> ~~innovador~~ por muchas razones. Por ejemplo, el poema no tiene métrica fija ni rima de ninguna manera. En otras palabras, es escrito en verso libre. Esta falta de forma le da a Darío la oportunidad de expresar sus ideas con libertad y fluidez. Hay mucho encabalgamiento también para añadir a esta ~~fluidez~~ fluidez y libertad de expresión. Además, hay muchas referencias a la cultura en el poema, yendo de Walt Whitman del siglo XIX hasta Nabucodonosor de los tiempos antes de Jesucristo. ~~El~~ Las obras modernistas como un grupo también incorporan elementos del mundo alrededor de ellos para hacer comparaciones para el lector a entender el poema mejor. Por fin, la ideología de los modernistas fue identificar lo mal en el mundo y mirar al futuro. Darío reconoce que el imperialismo y la conquista americana son los

Additional answer page for Question 3

problemas más grandes de su mundo, y usa palabras fuertes y patrióticas para hacer apoyo.

"A Roosevelt" se considera modernista por su forma y sus ideas.

"A Roosevelt" por Rubén Darío cabe en su contexto histórico y su movimiento literario.



## Answer page for Question 3

En el poema "A Roosevelt" el autor Rubén Darío habla en como el presidente de los Estados Unidos usa su poder de imperialismo para tener a Latinoamérica de su lado. Rubén Darío escribió esta literatura en el modernismo y usa recursos literarios. Uno de los recursos literarios que el autor más usa es la personificación. Rubén Darío utiliza personajes históricos del pasado para comparar al presidente de Estados Unidos, Theodore Roosevelt.

El autor menciona a Alejandro-Nabucodonosor como una persona que le gusta cazar animales en su tiempo libre. También menciona la libertad de los Estados Unidos, Rubén Darío escribió en el poema: "la Libertad levanta su antorcha en Nueva York". El quiso decir que apesar que es un país que menciona mucho la protección de la libertad del pueblo, no le da la libertad que se merecen a latino america y al resto del mundo.

En el verso 44, el autor utiliza la personificación, "y sueña, y ama, y vibra, y es la hija del sol." El quiso decir que latino america tienen un socio, que tienen una vida, que pueden luchar en contra de un país que amenaza quitarle su libertad. Una de las características del Modernismo es el pie quebrado. En la estrofa 3 se ve muy clara-

## Additional answer page for Question 3

mente que la estrofa tiene versos de 10 sílabas pero en la última solo tiene 6 sílabas.

Rubén Darío utiliza todas esas características para ser una crítica al presidente de los Estados Unidos, Roosevelt por su fuerte ide del imperialismo en Latinoamérica. A pesar de las críticas, ~~se~~ menciona la belleza que tiene Hispanoamérica y lo que puede hacer Unidos. Esto ayudó mucho el tono del poema.

"A Roosevelt" representa las características del Modernismo y el contexto histórico en Latinoamérica en el siglo XX. Estados Unidos necesita a alguien primitivo y moderno, sencillo y complicado, con un algo de Washington y algo de Nemrod. Y ese es Roosevelt, el es los Estados Unidos.

Muchas personas confían en el

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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 a work on the required reading list 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 work was Rubén Darío's poem "A Roosevelt." Students were asked to analyze how the poem represents the characteristics of Modernism and the historical context of twentieth-century Latin America.

#### Sample: 3A

#### Content Score: 5

This essay clearly analyzes how the text represents both Modernism and the cultural context of twentieth-century Latin America. The essay analyzes how cultural practices and perspectives found in the poem reflect Modernism ("*la forma y las ideas del poema son ejemplos perfectos del Modernismo, el movimiento literario del tiempo*") and the cultural context ("*Estas ideas reflejan el contexto histórico de esa época, que fue que los Estados Unidos, entre otros países, trataron de invadir a países de América Latina para poder político y recursos naturales*"). The essay analyzes a variety of rhetorical, stylistic, and structural features in the poem ("*una salida de formas estrictas y ideologías viejas*"; "*el poema no tiene ni métrica fija ni rima de ninguna manera*"; "*es escrito en verso libre*"; "*Hay mucho encabalgamiento también para añadir a esta fluidez y libertad de expresión*"). Although the mention of lack of rhyme is incorrect, the statement does not detract from the overall quality of the analysis. The essay begins with an explicit statement of purpose ("*En su poema 'A Roosevelt,' Rubén Darío condena el imperialismo de los Estados Unidos y lauda la belleza cultural de la América Latina*"), contains a coherent structure, and follows a cohesive progression of ideas to arrive at a logical conclusion ("*Darío reconoce que el imperialismo y la conquista americana son los problemas más grandes de su mundo, y usa palabras fuertes y patrióticos para hacer apoyo. 'A Roosevelt' se considera modernista por su forma y sus ideas*").

#### Language Score: 5

This essay demonstrates language usage that is appropriate to the task, generally accurate, and varied; the reader's understanding of the essay is clear and supported by the essay's use of language. Vocabulary is varied and appropriate to the poem, presents main ideas and supporting details, and communicates some nuances of meaning ("*trataron de invadir a países ... para poder político y recursos naturales*"; "*para responder a las relaciones tensas entre el mundo hispanohablante y los Estados Unidos*"; "*Su América va a sobrevivir a través del imperialismo americano porque tiene riqueza cultural y orgullo fuerte*"; "*Las obras modernistas como un grupo también incorporan elementos del mundo alrededor de ellos para hacer comparaciones*"). Random errors of vocabulary ("*para poder politico*"; "*del torno del siglo*"; "*Por fin*"; "*lo mal en el mundo*"; "*mirar al futuro*"; "*hacer apoyo*") do not affect understanding. Control of grammatical and syntactic structures is very good ("*el poema no tiene ni métrica fija ni rima*") with occasional errors ("*Es orgullo de ser nicaragüense*"; "*Obras modernistas*"; "*y ideologías*"; "*es escrito*"; "*palabras fuertes y patrióticos*"). Use of verb tenses is accurate with only one error of agreement ("*la ideología de los modernistas fueron identificar*"). Occasional errors of mood ("*los Estados Unidos ayudaría cualquier país que demostró una necesidad*"; "*hacer comparaciones para el lector a entender*") do not detract from understanding. Word order and formation are accurate. Cohesive devices and transitional elements ("*Para empezar*"; "*Además*") are appropriate to guide understanding. Writing conventions are generally accurate,

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## Question 3 (continued)

with occasional spelling errors (“*dela*”; “*libertadde*”; “*fueronidentificar*”) and occasional missed accent marks (“*paises*”; “*Ademas*”). Paragraphing shows grouping and progression of ideas.

### Sample: 3B

#### Content Score: 3

This essay attempts to analyze how the text represents Modernism and the cultural context of Latin America in the 20th century; however, description and narration outweigh analysis. The essay identifies features of Modernism (“*Darío escribo esta literatura en el modernismo y usa recursos literario*”; “*Unas de las características del Modernismo es el pie quebrado*”). The essay establishes the historical context (“*Rubén Darío habla en como el presidente de los Estados Unidos usa su poder de imperialismo para tener a Latino America de su lado*”). The essay describes some rhetorical and stylistic features in the text (“*personificación*”; “*estrofa*”; “*tono*”; “*verso*”) and their relation to the movement and the historical context (“*En el verso 44, el autor utiliza la personificación, ‘Y sueña, Y ama, y vibra, y es la hija del Sol.’ El quisó decir que latino america tienen un sueño, que tienen una vida, que pueden luchar en contra de un país que amenaza quitarle su libertad*”). However, the connection between these features and the context is not always clear (“*En la estrofa 3 se ve muy claramente que la estrofa tiene versos de 10 sílabas pero en la última solo tiene 6 sílabas*”). The essay begins with an introduction that includes the three elements of the question, shows a progression of ideas, and concludes with a statement that gives a purpose to all of the elements (“*Rubén Darío utilizó todas esas características para ser una crítica al presidente de los Estados Unidos, Roosevelt por su fuerte idea del imperialismo en Latinoamérica. A pesar de las críticas, mencionó la belleza que tiene Hispanoamérica y lo que puede hacer unidos*”). The essay supports observations with examples, although they may not always be clear (“*El autor menciona a Alejandro-Nabucodonosor como una persona que le gusta cazar animales en su tiempo libre*”). Errors of interpretation do not detract from the overall quality of the essay. If the essay had included a clearer thesis and had connected the rhetorical, structural, and stylistic features more closely to Modernism, the essay could have earned a higher score.

#### Language Score: 4

In this essay, language usage is appropriate to the task and generally accurate; the reader’s understanding of the essay is clear and not affected by errors in the essay’s use of language. Vocabulary is appropriate to the text being discussed and presents main ideas and some supporting details (“*poder de imperialismo*”; “*personificación*”; “*personajes históricos*”; “*que amenaza quitarle La libertad*”), with occasional errors (“*habla en como*”; “*para ser*”). Control of grammatical and syntactic structures is good, although there are occasional errors (“*para compara*”; “*una persona que le gusta cazar*”). Occasional errors of agreement occur (“*Darío escribo*”; “*recursos literario*”; “*no le da la libertad . . . a latino america y al resto del mundo*”; “*se merecen a latino america*”; “*latino america tienen*”; “*Unas de las características . . . es*”; “*Estados Unidos*”; “*la belleza*”; “*hispanoamerica . . . unidos*”), but do not detract from understanding. Word order and formation are mostly accurate. Despite misspellings (“*Latino America*”; “*presidete*”; “*apesar*”; “*libertado*”; “*tien*”; “*ide*”), misplacement and omission of accent marks (“*como*”; “*America*”; “*mas*”; “*personificación*”; “*historicos*”; “*Tambien*”; “*quisó*”; “*características*”; “*ultima*”; “*utilizo*”; “*critica*”), and some errors of capitalization (“*latino america*”; “*hispanoamerica*”), these errors do not detract from understanding. Paragraphing shows a progression of ideas.

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**Question 3 (continued)**

**Sample: 3C**

**Content Score: 1**

This essay is inaccurate and insufficient; there is no attempt to analyze the text and irrelevant comments predominate. The essay demonstrates a lack of understanding of Modernism, of the cultural context, and of the elements of the poem. The first line is a restatement of the prompt (“*A Roosevelt’ representa las características del Modernismo y el contexto histórico en Latinoamérica en el siglo XX*”). There is no statement of purpose, evidence of organization, or progression of ideas. The essay begins to summarize the text (“*Estados Unidos necesita a alguien primitivo y moderno, sencillo y complicado, con un algo de Washington y cuatro de Nemrod*”) without relevance to the literary movement or the cultural context. An error of interpretation (“*Muchas Personas confían en él*”) detracts from the quality of the essay. One sentence saves this essay from falling into the 0 category (“*Y ese es Roosevelt, él es los Estados Unidos*”) by alluding to the fact that Roosevelt represents the United States. If the essay had included more textual references and linked them to rhetorical features or to the cultural context, the essay could have scored a 2.

**Language Score: 1**

This essay demonstrates language usage that is inaccurate and insufficient to the task; the reader struggles to create an understanding of the essay. Vocabulary is insufficient; it consists mostly of a restatement of the prompt and other words taken directly from the text. There is an insufficient amount of language produced to show control of grammatical and syntactic structures. Missing accent marks (“*él es los Estados Unidos*”; “*Personas confían en él*”) detract from meaning. There are errors in capitalization (“*Primitivo*”; “*Personas*”) and punctuation (“*es Roosevelt, él es los Estados Unidos*”).