

AP[®] SPANISH LITERATURE AND CULTURE 2014 SCORING GUIDELINES

Question 4

Essay: Text Comparison

Texts and Theme

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

Text 2: *Amadís de Gaula*, Garci Rodríguez de Montalvo

Theme in the text: *La construcción de la realidad*

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 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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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 4

Los dos fragmentos tratan del momento de armarse caballero. Pero la realidad de los dos es muy diferente, por la construcción que hace el autor con los recursos que emplea. En el Quijote, hay una diferencia entre la realidad del personaje Don Quijote y las otras personas de la escena. En el segundo fragmento hay una diferencia por las experiencias y pensamientos de los personajes individuales, pero es mucho más serio que el primer fragmento.

Sabemos por la historia de Don Quijote que sufre de locura y que por eso ve al mundo con una distorsión de la realidad. Pero aunque ya sabemos eso, lo vemos a resulto de los recursos que emplea Cervantes en escribir. Empieza una enumeración en la primera línea que no termina hasta el diez. Lista todo que hay dentro de la ceremonia de armarse caballero, o más, lo que DQ cree que hay. Cervantes hace una enumeración tan larga y sigue con "todo se lo creyó do Quijote" para mostrarnos que es un hombre que cree en todo. Sabemos que la ceremonia de armarse caballero en realidad es mucha más complicada, y por eso entendemos que hay una diferencia entre los que saben (nosotros y los otros

Additional answer page for Question 4

personajes), y los que creen - Don Quijote. También Cervantes emplea la comedia para enfatizar ~~es~~ el hecho de que la realidad de Don Quijote es diferente que la experiencia de la otra gente. Nos hace reír que hacen la ceremonia en el campo, no una iglesia, que las "damas" en realidad son no más que labradoras, que el duelo "dióle sobre el cuello un buen golpe" cuando debe ser muy controlado y suave, y que toda la gente esconden sonrisas durante toda la escena por lo absurdo de la situación. Con estos recursos Cervantes nos muestra que hay una diferencia entre la realidad de Quijote y la realidad actual que ~~es~~ nosotros y los otros personajes entendemos.

El segundo fragmento es mucho más realista, especialmente comparada con lo de Cervantes. El autor nos muestra el deseo de armarse caballero en las descripciones de las acciones de los personajes. Con descripciones como "le vinieron las lágrimas a los ojos" y "salvo la cabeza y las manos e hizo su oración ~~antes~~ ante el altar rogando a dios..." es muy obvio el deseo que tiene el personaje y la importancia de ella en su vida. También el diálogo

Additional answer page for Question 4

ayuda a ~~esta~~ la destaca del autor, porque todo pertenece al proceso de armarse caballero y hace que el enfoque es completamente en él. Con la selección de descripciones y también el uso de diálogo, el autor hace que la realidad del personaje sea también la de nosotros - dentro de la acción.

Los dos fragmentos tienen el mismo enfoque - armarse caballero - pero las realidades que construyen los autores son muy diferentes. Cervantes usa recursos para mostrar la diferencia de la realidad de Don Quijote en su locura y la de nosotros y el mundo. En cambio, Rodríguez usa recursos que nos ponen dentro de la acción, aliados con la realidad de su personaje.

En *Don Quijote de la Mancha* y *Amadís de Gaula I*, hay un hombre que, encima de todo, quiere ser caballero. Pero en realidad, ni *Don Quijote* ni *Duncel* son caballeros; en España hay reglas sociales de honra y un ceremonial especial para recibir la orden de caballería.

Miguel de Cervantes escribe que *Don Quijote* lee muchos libros de caballeros, y pierde su poder por la realidad, y piensa que él es caballero que necesita ayudar a necesitados. En el fragmento piensa que, con sus espadas y armas, recibe la orden de caballería cuando en realidad hay prostitutas que se le burlan. Cervantes usa esta oscuridad de realidad para crear una dualidad entre lo real y la fantasía, y la cabeza de *Quijote*, a causa de la narración, está en la fantasía. Cervantes narra como loco para expresar la locura de *Quijote*; por ejemplo, cuando dice "todo se lo creyó *Don Quijote*." No es la verdad. Cervantes también usa metáfora para contrastar la realidad. Hay libros de caballeros en su libro, y usa varias voces de narración y diálogo para demostrar que *Quijote*, aunque él quiere ser caballero, no ~~está~~ está viviendo en la realidad.

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Casos muy similares pasan en Amadís de Gaula I. Doncel quiere ser caballero y lleva su armas porque piensa que él puede recibir la orden, pero como Quijote, este no es la realidad. Dice al Gandelín que va al aventuras como caballero, pero como Sancho Panza en Quijote, Gandelín dice la verdad: "yo os digo que a mi grado nunca de vos seré parfo". Doncel responde con ~~las~~ lágrimas porque no quiere aceptar la realidad, y, como Quijote, perdió su juez y piensa que es caballero y que ~~se~~ está recibiendo la orden. Los dos ~~es~~ personajes son nobles y ~~se~~ tiene honor, pero ser caballero es más de estas cosas. Los autores de ambos textos usan los ~~esta~~ estornos internal para ~~comen~~ crear un dualidad entre realidad y fantasía y en ambos textos, la realidad es osuro y los personajes no sabe que polo — fantasía o realidad — ellos están. No pueden ver una diferencia entre los mundos que Cervantes y Martelino crear.

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Answer page for Question 4

Por el uso de algunos recursos literarios es posible desarrollar el tema de la construcción de la realidad. Para lograr esto algunos autores usan el punto de vista, el ambiente o escenario para desarrollar este tema tal como los textos del Fragmento 1 y 2 hacen uso.

En el Fragmento 1 aunque Don Quijote cree poder convertirse en un caballero esta ~~cosa~~ no es nada más que una ilusión puesto que el en

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

Question 4

Essay: Text Comparison

Overview

This essay 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. Students were asked to analyze the effect of literary devices that the authors use in the texts to develop a particular theme. In their essay they 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 Miguel de Cervantes Saavedra's novel *Don Quijote de la Mancha*, Primera parte, Capítulo III, which appears on the required reading list, and a fragment of Garcí Rodríguez de Montalvo's *Amadís de Gaula I*, which is not on the list. Students were asked to analyze the effect of the literary devices used by the authors of both texts to develop the theme of the construction of reality (*la construcción de la realidad*) and to compare the presentation of the theme in both texts.

Sample: 4A

Content Score: 5

This well-developed and well-organized essay clearly analyzes the effect of literary devices in the texts (*Don Quijote de la Mancha*, Primera parte, Capítulo III and Garcí Rodríguez de Montalvo's *Amadís de Gaula I*) in relation to the theme of the construction of reality. Throughout the essay, analysis is supported by integrating well-chosen textual examples (“*todo se lo creyó do Quijote*”; “*damas*”; “*dióle sobre el cuello un buen golpe*”; “*le vinieron las lágrimas a los ojos*”; “*salvo la cabeza y las manos e hizo su oración ante el altar rogando a dios*”). The essay includes an explicit statement of purpose, a coherent structure, and a cohesive and logical progression of ideas. The essay begins by identifying common elements in the texts (“*Los dos fragmentos tratan del momento de armarse caballero*”) and continues with a description of the effect different literary devices have on each of the texts (“*Pero la realidad de los dos es muy diferente, por la construcción que hace el autor con los recursos que emplea. En el Quijote, hay una diferencia entre la realidad del personaje Don Quijote y las otras personas . . . En el segundo fragmento hay una diferencia por las experiencias y pensamientos de los personajes individuales*”). In the second paragraph, the essay provides important background information about Don Quijote (“*que sufre de locura y que por eso ve al mundo con una distorsión de la realidad*”). The essay identifies a literary device (“*enumeración*”) in *Don Quijote* and explains its function (“*para mostrarnos que es un hombre que cree en todo*”) and also identifies subtle differences such as the discrepancy between believing and knowing (“*hay una diferencia entre los que saben (nosotros y los otros personajes), y los que creen-Don Quijote*”). The essay identifies a second literary device (“*comedia*”) to signal humor and explains its effect (“*el hecho de que la realidad de Don Quijote es diferente que la experiencia de la otra gente . . . toda la gente esconden sonrisas durante toda la escena por lo absurdo de la situación*”). The final sentence of the second paragraph reiterates one of the central points of the essay (“*que hay una diferencia entre la realidad de Quijote y la realidad actual que nosotros y los otros personajes entendemos*”). The third paragraph begins with a comparison of the theme (“*El segundo fragmento es mucho más realista, especialmente comparada con lo de Cervantes*”), identifies two literary devices (“*descripciones*”; “*diálogo*”), and explains their effect in *Amadís de Gaula I* (“*ayuda a la destaca del autor, porque . . . hace que el enfoque es completamente en él*”) and (“*Con la selección de descripciones y también el uso de diálogo, el autor hace que la realidad del personaje sea también lo de nosotros- dentro de la acción*”). The essay emphasizes the similarity in theme while underscoring the differences (“*Los dos fragmentos tienen el mismo enfoque . . . pero las realidades que construyen los autores son muy diferentes*”). The essay concludes with a summary of the effect the use of different literary devices

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Question 4 (continued)

has on each of the texts (*“Cervantes usa recursos para mostrar la diferencia de la realidad de Don Quijote . . . y lo de nosotros y el mundo . . . que nos ponen dentro de la acción, aliados con la realidad de su personaje”*).

Language Score: 5

The essay’s use of language is both appropriate to the task and generally accurate. The vocabulary is varied (*“personajes individuales”; “sufre de locura”; “distorción de la realidad”; “enumeración”; “enfaticar”; “esconden sonrisas”; “absurdo”; “pertenece”*), supports the analysis of literary devices and main points, communicates nuances of meaning such as the difference between knowing (*“los que saben”*) and believing (*“los que creyen”*). The essay demonstrates very good control of grammar and syntax (*“emplea la comedia para enfaticar el hecho de que la realidad . . . es diferente”; “debe ser muy controllado y suave”; “esconden sonrisas durante toda la escena por lo absurdo de la situación”; “todo pertenece al proceso de armarse caballero”; “tienen elmism enfoque . . . pero las realidades que construyen . . . son muy diferentes”*) with errors that do not detract from understanding (*“lo vemos a resulto de los recursos que emplea”; “ayuda a la destaca del autor”*). The essay employs transitional elements that guide the reader through the analysis or that underscore important points (*“Pero aunque”; “para mostrarnos que”; “el hecho de que”; “en realidad”; “El autor nos muestra”; “es muy obvio”; “hace que el enfoque”; “Con la selección de”; “el autor hace que”; “En cambio”*). Writing conventions are generally accurate; however, there are some errors in spelling and accents (*“entra”; “vee”; “distorción”; “a resulto”; “linea”; “creyen”; “a la destaca”*), errors in agreement (*“mucha más complicada”; “la gente esconden”*) but these do not detract from overall understanding. Paragraphing is excellent and supports a logical progression of ideas.

Sample: 4B

Content Score: 3

This essay attempts to analyze literary devices and compare the theme in both texts, but description outweighs analysis. The essay identifies rhetorical features in both texts (*“naración”; “metaficción”; “dialogo”; “entornos internal”*) and attempts to explain their connection to the theme (*“quieren ser caballeros; Pero en realidad, ni Don Quijote ni Doncel son caballeros”*). In the second paragraph, one of the main points of the essay is identified (*“Don Quijote lee muchos libros de caballeros, y pierde su poder ver la realidad”*) and attempts to explain its effects (*“usa esta osuridad de realidad para crear una dualidad entre lo real y la fantasía”; “la cabeza de Quijote, a cuasa de la narración, está en la fantasía”*). The essay provides a textual example (*“todo se lo creyó don Quijote”*); however, the example is not sufficiently explained or developed. The paragraph closes by mentioning three literary devices (*“metaficción”; “voces de naración”; “dialogo”*) and briefly comments on their purpose (*“construir la realidad”; “demuestra que Quijote . . . no esta viviendo en la realidad”*). The third and concluding paragraph begins an accurate comparison with the second text (*“Cosas muy similares pasan en Amadís de Gaula I . . . quiere ser caballero . . . pero como Quijote . . . pero como Sancho Panza en Quijote, Gandalín dice la verdad”*) and provides a textual example (*“yo os digo que a mi grado nunca de vos será partido”*). However, the essay contains errors of intepretation (*“Doncel . . . no quiere aceptar la realidad, y, como Quijote, perdió su juez y piensa que es caballero”*). The paragraph ends with a commentary on the main characters (*“Los dos personajes son nobles y tiene honra, pero ser caballero es más de estas cosas”*) and with a reiteration of the thesis (*“Los autores . . . usan los entornos internal para crear un dualidad . . . y en ambos textos, la realidad es oscuro y los personajes no sabe que polo—fantasía o realidad—ellos están. No pueden ver una diferencia entre los mundos que Cervantes y Montalvo crear”*). However, the conclusion should have been included in a separate paragraph to avoid the loss of coherence and effectiveness of the essay. If the essay had moved beyond description and commentary and accurately explained the effect of the literary devices in connection to the theme without errors of interpretation, and if the essay had been organized more efficiently, this essay would have merited a higher score.

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Question 4 (continued)

Language Score: 3

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 (“*reglas sociales*”; “*especial*”; “*pierde*”; “*poder*”; “*piensa que*”; “*osuridad*”; “*fantasia*”; “*metaficción*”; “*construir*”); however, vocabulary is at times limited and contains errors in use and meaning (“*osuridad de realidad*”; “*creer*”; “*la cabeza de Quijote*”; “*éste no es la realidad*”; “*va al aventuras*”; “*perdió su juez*”; “*más de*”) and is repetitive (“*como loco para expresar la locura*”). Control of grammatical structures is adequate, but there are errors in syntax (“*pierde su poder ver la realidad*”; “*necesita ayudar menesterosos*”; “*se le burlan*”; “*para demuestra*”), spelling (“*aventuras*”; “*un ceremonio*”; “*entorno internal*”), and occasional errors in capitalization (“*españa*”), accents (“*lagrimas*”; “*que*”; “*fantasia*”), spelling (“*cuasa*”; “*nara*”; “*tambén*”; “*accepta*”), and agreement (“*entornos internal*”; “*un dualidad*”; “*realidad es oscuro*”).

Sample: 4C

Content Score: 1

The essay is inaccurate and insufficient; there is no attempt to analyze literary devices or compare both texts. The essay correctly identifies the theme (“*la construccion de la realidad*”) and accurately mentions three stylistic devices (“*el punto de vista*”; “*el ambiente*”; “*escenario*”) in both texts. However, the essay does not elaborate on the effect of the literary devices or give textual examples to support explanation. The essay contains two paragraphs, but does not state a purpose or show evidence or organization; the second paragraph appears to be incomplete. If the essay had analyzed the effect of literary devices and supported the comparison of the theme with appropriate textual examples and explanation, this essay would have merited a higher score.

Language Score: 2

Language usage is sometimes inappropriate to the task and generally inaccurate. There is some control of grammatical structures (“*Por el uso de algunos recursos literarios es posible desarrollar el tema de la construccion de la realidad*”); however, repetition (“*algunos autores usan ... para desarrollar este tema*”) impedes comprehension, owing to the essay’s brevity. There are some errors in syntax (“*Don Quijote crea poder creer convertirsce en un caballero*”), spelling (“*no hes nada*”) and in accentuation (“*mas*”; “*illusion*”), and an incomplete paragraph and sentence (“*En el fragmento 1 aunque Don Quijote crea poder creer convertirsce en un caballero esta no hes nada mas que una illusion puesto que el en*”). Insufficient paragraphing impedes grouping and development of ideas.