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# AP Spanish Literature and Culture

## Sample Student Responses and Scoring Commentary

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# AP<sup>®</sup> SPANISH LITERATURE AND CULTURE 2017 SCORING GUIDELINES

## Question 4

**Essay:** Text Comparison

### **Texts and Theme**

**Text 1:** “*A Julia de Burgos*,” Julia de Burgos

**Text 2:** “*Tú me quieres blanca*,” Alfonsina Storni

**Theme:** *El sistema patriarcal*

**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:*

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.

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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.**

- 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 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 limit the student's ability to present 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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**Question 4 (continued)**

**Language Usage (continued)**

- 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 la obra de "A Julia de Burgos" se desarrollan los temas del ser interior que no quiere ser dominado. Así también, en el Poema de Alfonsina Storni se ve como es que ella no quiere ser mirada por otro yo externo, es decir quiere ser ella misma. Con esto dicho el tema del sistema patriarcal es desarrollado a lo largo de los poemas cuando decides tomar las creaciones. Esto primero es visto a lo largo de "A Julia de Burgos" que trata sobre una mujer que se cuestiona a sí misma. Ella es dividida en dos yo líricos, uno el interno y el otro externo. Aquí el yo interno es el sistema patriarcal quiere tener control porque no está de acuerdo con el yo externo. Esto crea un conflicto en ella misma cuando el yo interno le roba al yo externo todo lo que está mal en su vida. Esto principalmente es visto en la tercera estrofa cuando el autor usa la personificación en una manera para simbolizar que el yo externo es bueno y falso, "Tú eres fría máscara de mentira social, y yo, viril destello de la humana verdad" (Estrofa 3, versos 7-9). Después de esto ella la lucha de hipocresía y el yo interno dice que ella es la aparente. La autora después el uso del símil para comparar el yo

## Additional answer page for Question 4

externo con el mundo exterior y que ella no  
 que ella es lo que quiere ser (estrofas 5 versos  
 11 y 12). "Tú como mundo, ¿quieres yo no". Después ella  
 para usa la anáfora de la estrofa número 3  
 a la estrofa número 10 para insinuar que el yo  
 externo tiene la culpa y así ella se disculpa y poner  
 orden a su vida. Asimismo en la selección  
 de Alfonsina Storni sabe el sistema Patriarcal.  
 Ella usa la epifora en la estrofa número dos  
 para ser muy clara de quien le está poniendo  
 reglas. Estrofa 2 verso (11 - 14) "Tú me quieras, mire  
 Tú me quieras, blanca, Tú me quieras, blanca". Ella  
 se refiere a una persona externa que quiere que ella  
 sea pura y casi perfecta. Asimismo se puede comparar  
 con el yo interno de Julia. En la estrofa  
 número 3 ella usa una metáfora diciéndole  
 a esa persona externa que no debería juzgarla  
 en forma de burla. Estrofa 3 versos "16 - 17"  
 Tú que el espíritu conserus intacto.  
 De esto pasa a decirle al yo externo  
 que hacer para poder entrar o salir de  
 mundos a ella usando conminación. En conclusión  
 ambas obras contienen el tema de ser

Additional answer page for Question 4

independientes y el tema de valerse por si mismas.  
Tambien el de ser aceptadas como son y denotar  
el espiritu feminista.



## Answer page for Question 4

El sistema patriarcal es un sistema que todavía existe hoy en día. En los poemas «A Julia de Burgos» escrito por Julia de Burgos y «Tú me quieres blanca» por Alfonsina Storni, podemos observar un sistema patriarcal de modo que a la mujer es esperada limpiar, obedecer, y dar honra a la familia.

Para comenzar, Julia de Burgos usa bastantes recursos literarios para comparar y dar cualidades a objetos. Por ejemplo, "la que se alza en mis versos no es tu voz, es mi voz" para demostrar que las mujeres en un sistema patriarcal no tienen derecho a alzar la voz. Las mujeres tienen la expectativa de obedecer al hombre pero en los versos de Julia de Burgos, ella dice que la que la manda es su corazón, pensamientos, ella y no otra persona.

Además, «Tú me quieres blanca» es más concentrado en la mujer siendo esperada a tener pureza en otras palabras, a ser virgen. Storni demuestra el sistema

## Additional answer page for Question 4

patriarcal de manera que los  
los hombres no tienen la expectativa  
de estar puros. Al contrario, es visto por  
la sociedad como una honra que un  
hombre ande por todos lados y para  
una mujer, es una deshonra no llegar  
"blanca" al matrimonio.

Al final, ambas son similares al describir  
al favor de las mujeres pero si tienen  
sus diferencias en a quien es dirigido  
el poema. Por ejemplo, Borges es más  
dirigida a si misma como la obra "Borges  
y Yo" mientras Storni se enfoca en la  
pareja.

Answer page for Question 4

Las dos obras se parecen porque las que las cuentan son sencillas y nobles pero ellas se las dedican a otras que son creídas y que tienen de todo ellas quieren lograr entender que como es la vida de una simple y noble persona.

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## Question 4

### Overview

This is an essay question that required students to read two poems 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 used by the authors in the texts to develop a particular theme. Students were required to compare the presentation of the theme in the two poems and to cite specific examples from both texts to support their analysis. On the 2017 exam, the two texts were poems: “*A Julia de Burgos*,” written by Julia de Burgos, which appears on the required reading list, and the poem “*Tú me quieres blanca*,” written by Alfonsina Storni, which is not on the list. Students were asked to analyze the effect of the literary devices used by the authors in both poems to develop the theme of the patriarchal system (*el sistema patriarcal*) and to compare the presentation of the theme in both poems. Students were asked to write their essay in Spanish to demonstrate their proficiency in Presentational Writing in the target language.

### Sample: 4A

#### Content Score: 4

The essay analyzes the literary devices and compares the theme of *el sistema patriarcal* in both texts; description and narration are present but do not outweigh analysis. The student analyzes the effect of some rhetorical, stylistic, or structural features in both poems (“*Personificación*”; “*simil*”; “*anafora*”; “*ePifora*”; “*enumeracion*”) in relation to the development of the theme (“*en la tercera estrofa ... el autor usa la Personificación en una muñeca para simbolizar que el yo externo es hueco y falso*”; “*La autora desPues el uso del simil para comParar el yo externo con el mundo egoista*”; “*la Poeta usa la anafora ... Para insitir que el yo externo tiene la culPa*”; “*en la Seleccion de Alfonsina Storni surge el sistema Patriarcal. Ella usa la ePifora en la estrofa numero dos para ser muy clara de quien le esta Poniendo reglas*”; “*De esto Pasa a decirle al yo externo que hacer para Poder entender o dejar de mandarla a ella usando enumeracion.*”).

The essay explains and compares each poet’s representation of the inherent injustice, internal conflict, and suffering present within a patriarchal system that imposes limitations on women (“*A Julia de Burgos’ que trata sobre una mujer que se cuestiona a si misma. Ella es dividida en dos yo liricos, uno el interno y el otro externo. Aqui el yo interno es el sistema Patriarcal quiere tomar control porque no esta de acuerdo con el yo externo. Esto crea un conflicto en ella misma cuando el yo interno le reClama al yo externo todo lo que esta mal en su vida*”; “*Asimismo en la Seleccion de Alfonsina Storni surge el sistema Patriarcal. Ella usa la ePifora en la estrofa numero dos para ser muy clara de quien le esta Poniendo reglas.*”).

The essay begins with a statement of purpose (thesis) (“*En la obra de ‘A Julia de Burgos’ Se desarrollan los temas del ser interior que no quiere ser dominado. Asi tambien, en el Poema de Alfonsina Storni se ve Como esque ella no quiere ser manipulada Por Otro yo externo, es decir quiere ser ella misma. Con esto dicho el tema del sistema patriarcal es desarrollado a lo largo de los Poemas cuando deciden tomar las riendas.*”). Although the essay is not divided into paragraphs, it has a coherent internal structure, and the student uses transitions to explain and compare the presentation of the theme in both poems (“*Esto primero es visto a lo largo de ‘A Julia de Burgos’ que trata sobre una mujer que se cuestiona a si misma. ... Esto crea un conflicto en ella misma cuando el yo interno le reClama al yo externo todo lo que esta mal en su vida*”; “*Asimismo en la Seleccion de Alfonsina Storni surge el sistema Patriarcal*”; “*En conClusión ambas obras contienen el tema de ser independientes y el tema de valerse Por si mismas. Tambien el de Ser acePtadas como son y levantar el esPiritu feminista*”). The student supports analysis with appropriate textual examples (“*Esto Primeramente es visto en la tercera estrofa cuando el autor usa la Personificación ... para simbolizar que el yo externo es hueco y falso, ‘Tu eres fria muñeca de mentira social, y yo, viril destello de la humana verdad’. [Estrofa 3, versos 7–2]*”; “*en la Seleccion de Alfonsina Storni surge el sistema Patriarcal. Ella usa la ePifora en la estrofa numero dos para ser muy clara de quien le esta Poniendo*”).

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## Question 4 (continued)

*reglas. Estrofa 2 verso [11–14] ‘Tu me quieres, nivea Tu me quieres blanca, Tu me quieres alba.’*). If the student had clearly and effectively analyzed the effect of literary devices in relation to the development of the theme to support comparative analysis in both poems, the essay would have merited a higher score.

### Language Score: 4

The essay demonstrates language usage that 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. The student’s vocabulary is appropriate to the texts being discussed (“*Se desarrollan los temas del ser interior que no quiere ser dominado*”; “*no quiere ser manipulada por Otro yo externo*”; “*quiere ser ella misma*”; “*se cuestiona a si misma*”; “*Esto crea un conflicto en ella misma cuando el yo interno le reClama*”; “*simbolizar*”; “*es hueco y falso*”; “*la tacha de hipocrita*”; “*valerse Por si mismas*”) and presents main ideas and some supporting detail (“*el tema del sistema patriarcal es desarrollado a lo largo de los Poemas cuando deciden tomar las riendas*”; “*Ella es dividida en dos yo liricos, uno el interno y el otro externo. Aqui el yo interno es el sistema Patriarcal quiere tomar control porque no esta de acuerdo con el yo externo.*”; “*en la Seleccion de Alfonsina Storni surge el sistema Patriarcal. . . Ella se refiere a una persona externa que quiere que ella sea Pura y Casi Perfecta.*”; “*En la estrofa numero 3 ella usa una metafora diciendole a esa Persona externa que no deberia Juzgarla en forma de burla*”).

The student’s control of grammatical and syntactic structures is adequate (“*Se ve Como esque ella no quiere ser manipulada*”; “*es visto*”; “*no esta de acuerdo con*”; “*Esto crea un conflicto en ella misma*”; “*se refiere a una Persona externa que quiere que ella sea Pura y Casi Perfecta*”), despite some errors that do not affect the reader’s understanding (“*Ella es dividida en dos yo liricos*”; “*es el sistema Patriarcal quiere tomar control*”; “*La autora despues el uso del simil para comparar*”; “*y que ella no que ella es to*”; “*y asi ella SePararse y Poner orden a su vida*”; “*Para ser muy Clara de quien le esta Poniendo reglas*”). Writing conventions are generally accurate, although there are a few errors in spelling (“*questiona*”; “*to lo que*”; “*insitir*”) and numerous errors in accentuation (“*Asi*”; “*tambien*”; “*a si misma*”; “*liricos*”; “*Aqui*”; “*no esta de acuerdo*”; “*Personificacion*”; “*Tu eres*”; “*fria*”; “*DesPues*”; “*hipocrita*”; “*simil*”; “*egoista*”; “*anafora*”; “*numero*”; “*Seleccion*”; “*epifora*”; “*de quien*”; “*metafora*”; “*diciendole*”; “*deberia*”; “*Pasa a decirle . . . que hacer*”; “*enumeracion*”; “*conclusion*”; “*espiritu*”) and the use of capitalization, especially with the letters “p” and “s” (“*en el Poema*”; “*manipulada Por Otro*”; “*el Sistema Patriarcal*”; “*la Personificacion*”; “*DesPues*”; “*oPuesto*”; “*ella SePararse*”; “*la Seleccion*”); however, these errors do not detract from overall understanding. Although there is no paragraphing, there is evidence of a grouping of ideas.

### Sample: 4B

### Content Score: 3

The essay attempts to analyze the literary devices and compare the theme of *el sistema patriarcal* in both texts; however, description and narration outweigh analysis. The student acknowledges the presence of some rhetorical, stylistic, or structural features in both poems (“*Julia de Burgos usa bastantes recursos literarios para comparar y dar qualidades a objetos*”), but their identification is implied rather than explained. These features include the use of juxtaposition (“*no es tu voz, es mi voz*”; “*Storni demuestra el systema patriarcal de manera que . . . es visto por la sociedad como una honra que un hombre hande por todos lados y para una mujer, es una deshonra*”) and symbolic color (“*para una mujer, es una deshonra no llegar ‘blanca’ al matrimonio*”) to draw attention to the unequal social privileges enjoyed by and placed upon men and women. The student attempts to explain the relevance of the literary devices to the theme of *el sistema patriarcal* (“*Las mujeres tienen la expetativa de obedecer al hombre pero en los versos de Julia de Burgos, ella dice que la que manda es su corazón, pensamientos, ella y no otra persona*”; “*‘Tú me quieres blanca’ es más concentrado en la mujer siendo expectada . . . a ser virgen*”) and identifies the presence of the theme in both poems (“*En los poemas ‘A Julia de Burgos’ escrito por Julia de Burgos y ‘Tú me quieres blanca’ por Alfonsina*”).

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## Question 4 (continued)

*Storni. podemos observar un systema patriarcal de modo que la mujer es expetada limpiar, obedecer y dar honra a la familia*). The essay follows a somewhat logical progression of ideas but consists of three rather schematic paragraphs. In the opening paragraph the student establishes the thematic topic of the essay (*“El systema patriarcal es un systema que todavía existe hoy en dia. En los poemas ‘A Julia de Burgos’ escrito por Julia de Burgos y ‘Tú me quieres blanca’ por Alfonsina Storni. podemos observar un systema patriarcal de modo que a la mujer es expetada limpiar, obedecer, y dar honra a la familia”*). The first sentence of the second paragraph introduces the discussion about the importance of literary devices within the works (*“Para comenazar, Julia de Burgos usa bastantes recursos literarios para comparar y dar qualidades a objetos”*). In the remainder of the second paragraph, which is the main body of the essay, the student attempts to analyze and compare the two poems (*“Las mujeres tienen la expetativa de obedecer al hombre pero en los versos de Julia de Burgos, ella dice que la que la manda es su corazón . . . Además, ‘Tú me quieres blanca’ es más concentrado en la mujer siendo expectada a tener pureza en otras palabras, a ser virgen”*). In the final, concluding paragraph the student provides a comparative summary of the poems (*“Al final, ambos son similares al escribir al favor de las mujeres pero si tienen sus diferencias en a quien es dirigido el poema. Por ejemplo, Borges es más derigida a si misma como la obra ‘Borges y Yo’ mientras Storni se enfoca en la pureza”*). The student elaborates on main points and supports observations with textual examples and references to the poems (*“Por ejemplo, ‘la que se alza en mis versos no es tu voz, es mi voz’ para demostrar que las mujeres en un systema patriarcal no tienen derecho a alzar la voz”; “Storni demuestra el systema patriarcal de manera que los los hombres no tienen la expectativa de estar puros”*); however, the examples are not always clear or relevant. The essay contains some errors of interpretation, most notably when the student confuses the name of Burgos with Borges (*“Por ejemplo, Borges es más derigida a si misma”*), but errors do not detract from the overall quality of the essay.

### Language Score: 3

The student’s use of language 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 varied and appropriate to the poems being discussed (*“todavía existe hoy en dia”; “podemos observar”; “limpiar, obedecer, y dar honra a la familia”; “no tienen derecho a alzar la voz”; “la expectativa de obedecer”; “la que la manda es su corazón”; “para una mujer, es una deshonra”; “a quien es dirigido el poema”; “derigida a si misma”; “se enfoca en la pureza”*) but may limit the student’s ability to present some relevant ideas (*“es expetada”; “siendo expectada”; “de estar puros”*). Control of grammatical and syntactic structures is adequate (*“Al contrario, es visto por la sociedad como una honra que un hombre hande por todos lados”*), despite occasional errors that do not detract from overall understanding (*“podemos observar un systema patriarcal de modo que a la mujer es expetada limpiar”; “la que la manda es su corazón, pensamientos, ella”; “los los”; “al favor de las mujeres”; “Borges es más derigida a si misma como la obra ‘Borges y Yo’”*). Word order and formation are generally accurate, in spite of the use of an invented word (*“expetada”; “expectada”*). Writing conventions are sometimes accurate; however, there are numerous errors in spelling (*“systema”; “qualidades”; “demonstrar”; “patriarcal”; “dereho”; “expetativa”; “pureza”; “hande”; “derigida”*), an error in accentuation (*“dia”*), and the use of a poorly punctuated fragment (*“Por ejemplo, ‘la que se alza en mis versos no es tu voz, es mi voz.’ para demostrar que las mujeres en un systema patriarcal no tienen derecho a alzar la voz.”*). Paragraphing shows grouping of ideas.

### Sample: 4C

#### Content Score: 1

The essay is inaccurate and insufficient; there is no attempt to analyze the literary devices and the comparison of the works is superficial; irrelevant comments predominate. The student does not identify rhetorical, stylistic, or structural features in either poem and consequently does not explain their relevance to the theme. The essay demonstrates a lack of understanding of the theme of *el sistema patriarcal* (*“Las dos*

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**Question 4 (continued)**

*obras se parecen porque las que las cuentan son sencillas y nobles pero ellas se las dedican a Otras que son creídas y que tienen de todo ellas quieren lograr entender que como es la vida de una simple y noble persona”), and the student does not state a purpose, show evidence of organization, or offer a progression of ideas. The essay consists of a single-sentence paragraph with a reference to both poems (“Las dos obras se parecen”), but the reference is weak. The essay contains errors of interpretation (“ellas se las dedican a Otras que son creídas y que tienen de todo ellas quieren lograr entender que como es la vida de una simple y noble persona”). 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 received a higher score.*

**Language Score: 1**

Language usage is inappropriate to the task, inaccurate, and insufficient; the reader struggles to create an understanding of the response. The response is brief and vocabulary is insufficient and inappropriate to the poems being discussed (“las que las cuentan son sencillas y nobles”; “se las dedican a Otras que son creídas y que tienen de todo”); language usage is insufficient to create an understanding of the response in relationship to the poems or the theme of *el sistema patriarcal* (“ellas quieren lograr entender que como es la vida de una simple y noble persona”). Frequent errors in spelling (“ellas”), an error in capitalization (“ellas se las dedican a Otras”), and lack of punctuation in this brief response impede comprehension. There is no paragraphing.