
AP[®] Spanish Literature and Culture

Sample Student Responses and Scoring Commentary

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AP[®] SPANISH LITERATURE AND CULTURE

2019 SCORING GUIDELINES

Question 4

Essay: Text Comparison

Texts and Theme

Text 1: Excerpt from “Nuestra América,” José Martí

Text 2: Excerpt from “No llores por nosotros, Puerto Rico,” Luis Rafael Sánchez

Theme: *El nacionalismo*

5 The essay clearly analyzes the literary devices and compares the theme in the 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 the 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 the 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 the 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 the 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 the 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 the 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 or stimuli 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, or word 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)

- 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, or word 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 or stimuli 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.

4A

1 of 3

Answer page for Question 4

El ~~nacionalismo~~ nacionalismo es el tema dominante en ambos fragmentos ("Nuestra América", de José Martí y "No flores por nosotros, Puerto Rico" de Luis Rafael Sánchez.) Ambos autores utilizan ~~se~~ múltiples técnicas para desarrollar y expandir sus ideas acerca del orgullo por la patria. José Martí empieza su fragmento con el uso de la personificación o prosopopeya cuando describe al "pueblo natural, ~~con~~ ^{con} el empuje del instinto, [amollando]... los bastones de oro." Esto representa la perseverancia y determinación del pueblo y como, con su naturaleza insistente, se conduce sólo a la victoria. Compara ~~el libro~~ al "libro europeo" y al "libro yanqui" con el "enigma hispanoamericano", así recalcarando su orgullo latino, y diferenciando su cultura de otras que la influencian. Continúa desarrollando el tema de la influencia extranjera cuando juxtapone que "Las levitas todavía son de Francia, pero el pensamiento empieza a ser de América," sugiriendo todas las nuevas costumbres que de ahí nacen. Hace una pregunta retórica, "~~¿~~ [¿] cómo somos?", _{cómo}

4A

2 of 3

Additional answer page for Question 4

para enfatizar la complejidad de la cultura hispana. Termina su fragmento con una metáfora, "El vino, de piñano; y si sale agrio, ¡es nuestro vino!" para subrayar ~~se~~ la independencia que trae esta cultura, y establecer su tono como uno de júbilo y orgullo.

Luis Rafael Sánchez, por su parte, empieza su fragmento contando ~~la~~ ~~su~~ su perspectiva cuando se viene al nacionalismo. Deja muy en claro que se siente orgulloso de sus raíces puertorriqueñas, y que nunca le "ha ilusionado ser otra persona diferente, estableciendo un tono de seguridad y determinación. Sánchez hace uso del antítesis cuando ~~se~~ habla de cómo "hombre o mujer, blanco o negro, amarrillo o mestizo, religioso o agnóstico, etc," hay suficientes "aventuras," aceptando la diversidad e identificándose como minoría. Usa anáfora cuando dice "como para poder adelantar cualquier vocación, como para poder vislumbrar cualquier proyecto," para nuevamente enfatizar la unión y determinación del pueblo latino. Sánchez concluye su fragmento con una metonimia al decir "El país,

4A
3 of 3

Additional answer page for Question 4

cuya canción, dulce o amarga, quiero cantar inevitablemente," para describir la lealtad que le tiene a su patria, y establecer que siempre estará con ella, en las buenas y en las malas.

4B

Answer page for Question 4

1 of 2

En «nuestra america» y «no lloras por nosotras» ambas desarrollan el tema del nacionalismo. En nuestra america, Martí hace el uso de ~~te~~ una epístrofe personificando en la línea 18 donde dice que has hambres de america «ten levantan con la lavadura de su sudor». Este muestra la revolución cubana y como ellos quieren adquirir la independencia porque ellos quieren hacerlo con solo sus ~~esfuerzos~~ esfuerzos. Ellos ya no quieren depender de alguien más, es por eso que cuando dice «Crear es la palabra de pose de esta generacion, El vino de platano; y si sale agrio, es nuestro vino» muestra como ellos deber luchar para ser independientes y aunque al principio sea difícil ellos luego prosperaron. El querer transmitir ~~ta~~ el nacionalismo cubano para que todos luchan juntos por la independencia.

~~Adicionalmente en «no lloras por nosotras» Sanchez hace el uso de polisindeton en la segunda estrofa especialmente cuando el dice «te blanco o negro, emello o mestizo» muestra la complejidad y diversidad del mundo. Y al siendo puerto rico muestra su disgusto al concepto de superioridad ya que el pertenece de un gran grupo bajo.~~

4B

Additional answer page for Question 4

2 of 2

en ~~este~~ ~~hallas~~ por nosotros ~~en~~ ~~este~~ ~~hace~~ el uso de
prosepoética ~~para~~ « cuando dice sin ceder un ápice
a los peligros de la victimización » porque el autor
muestra que las personas no deben de dejarse ser
dominadas o victimizadas. El autor enfatiza la
importancia de luchar por ~~la~~ independencia de uno.
Adicionalmente el usa simbolismo en « el país que
me da un país por doquier. El país cuya ceniza dulce
o amarga quiere cantar, inevitablemente » también
muestra nacionalismo. El país que el poeta
representa la gente de su país. Y cuando el usa la
palabra país él logra inspirar a las personas a
luchar por su independencia. También el muestra
nacionalismo cuando ~~menciona~~ a la ~~ciudad~~.

Es así como José Martí y Luis Rafael Sánchez
logran desarrollar el tema de nacionalismo a través
de personificación y simbolismo.

4C
1 of 1

Answer page for Question 4

El efecto en el fragmento 1 y fragmento 2 es que no todos los lugares son lo mismo. Aunque la gente es diferente, todos se tratan lo mismo.

En el fragmento 1, habla sobre el respeto que los jóvenes tienen un ejemplo es cuando se saludan, puedes indicar de que tipo de persona son ellos. También habla de como se visten los jóvenes, con la camisa al codo

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Question 4

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

Overview

This question requires students to read two texts (or fragments of texts) related by theme: one from a work on the required reading list and the other from a work not on the list. Students are asked to analyze the effect of literary devices used by the authors in the texts to develop a particular theme; the analysis should be comparative in nature and should be supported by specific examples from both texts. On the 2019 exam the two texts were fragments from essays: “*Nuestra América*” by José Martí and “*No llores por nosotros, Puerto Rico*” by Luis Rafael Sánchez. Students were asked to analyze the effect of the literary devices used by the authors to develop the theme of nationalism (*el nacionalismo*) and to compare the presentation of the theme in the fragments of the essays. Students were asked to write their essay in the target language of Spanish to demonstrate their proficiency in Presentational Writing.

Sample: 4A

Content Score: 5

The essay clearly analyzes the literary devices and compares the theme of *el nacionalismo* in both texts. The essay effectively analyzes rhetorical, stylistic, or structural features in both texts (“*personificación*”; “*yuxtapone*”; “*pregunta r torica*”; “*met fora*”; “*perspectiva*”; “*tono*”; “*ant tesis*”; “*an fora*”; “*metonimia*”) in relation to the development of the theme (“*Jos  Mart  empieza su fragmento con el uso de la personificaci n o prosopopeya cuando describe al ‘pueblo natural, con el empuje del instinto, [arrollando] ... Los bastones de oro.’*”; “*Luis Rafael S nchez, por su parte, empieza su fragmento contando su perspectiva cuando se viene al nacionalismo.*”).

The essay analyzes the development of the theme in both texts to support a comparative analysis of each author’s representation of nationalism as pride in one’s country (“*Ambos autores utilizan m ltiples t cnicas para desarrollar y expandir sus ideas acerca del orgullo por la patria.*”; “*Compara al ‘libro europeo’ y al ‘libro yanqui’ con el ‘enigma hispanoamericano,’ as  recalcando su orgullo latino, y diferenciando su cultura de otras que la influncian.*”; “*Deja muy en claro que se siente orgulloso de sus ra ces puertorrique as*”).

The essay begins with an explicit statement of purpose (thesis) that presents the similarities between the two fragments in connection to the development of the theme (“*El nacionalismo es el tema dominante en ambos fragmentos (‘Nuestra Am rica,’ de Jos  Mart  y ‘No llores por nosotros, Puerto Rico,’ de Luis Rafael S nchez).*”). The essay is well developed, with a coherent internal structure and logical progression of ideas; the essay makes use of transitional phrases in its comparison of the presentation of the theme in both fragments (“*Jos  Mart  empieza su fragmento*”; “*Luis Rafael S nchez, por su parte, empieza su fragmento*”). Although the conclusion does not present a clear summary of the main points of comparison developed throughout the essay, focusing on the fragment by S nchez, it does establish a clear parallel with the main points of analysis for the fragment by Mart , emphasizing elements of national pride and loyalty in each fragment (“*Termina su fragmento con una met fora, ‘El vino, de pl tano; y si sale agrio,  es nuestro vino!’ para subrayar la independencia que trae esta cultura, y establecer su tono como uno de j bilo y orgullo.*”; “*S nchez concluye su fragmento con una metonimia al decir ‘El pa s, cuya canci n, dulce o amarga, quiero cantar inevitablemente,’ para describir la lealtad que le tiene a su patria, y establecer que siempre estar  con ella, en las buenas y en las malas.*”). The essay supports analysis with well-chosen textual examples that insightfully address how both fragments connect national pride with the tenacity of the Latin people (“*Esto representa la perseverancia y determinaci n del pueblo y como, con su naturaleza insistente, se conduce s lo a la victoria.*”; “*y que nunca le ‘ha ilusionado ser otra persona diferente, estableciendo un tono de seguridad y determinaci n.*”), with cultural independence in the fragment by Mart  (“*Contin a desarrollando el tema de la*

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Question 4 (continued)

influencia extranjera cuando yuxtapone que ‘Las levitas todavía son de Francia, pero el pensamiento empieza a ser de América,’ sugiriendo todas las nuevas costumbres que de ahí nacen. Hace una pregunta r torica, ‘ c mo somos?,’ para enfatizar la complejidad de la cultura hispana.”) and demographic diversity in the fragment by S nchez (*“S nchez hace uso del ant tesis cuando habla de c mo ‘hombre o mujer, blanco o negro, amarillo o mestizo, religioso o agn stico, etc,’ hay suficientes ‘aventuras,’ aceptando la diversidad e identific ndose como minor a”).*

Language Score: 5

The essay demonstrates language usage that 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. The vocabulary is varied and appropriate to the texts being discussed (*“El nacionalismo es el tema dominante”; “utilizan m ltiples t cnicas para desarrollar y expandir sus ideas”; “el tema de la influencia extranjera”; “para subrayar la independencia”; “describir la lealtad”*); it presents main ideas and supporting details and communicates nuances of meaning (*“Esto representa la perseverancia y determinaci n del pueblo”; “se conduce s lo a la victoria”; “recalcando su orgullo latino”; “enfatizar la complejidad de la cultura hispana”; “establecer su tono como uno de j bilo y orgullo”; “estableciendo un tono de seguridad y determinaci n”).*

The control of grammatical and syntactic structures is very good (*“Ambos autores utilizan m ltiples t cnicas para desarrollar y expandir sus ideas acerca del orgullo por la patria.”; “Esto representa la perseverancia y determinaci n del pueblo y como, con su naturaleza insistente, se conduce s lo a la victoria.”; “sugiriendo todas las nuevas costumbres que de ah  nacen”; “para subrayar la independencia que trae esta cultura, y establecer su tono como uno de j bilo y orgullo”*); use of verb tenses and mood is accurate (*“y diferenciando su cultura de otras que la influyen”; “y establecer que siempre estar  con ella, en las buenas y en las malas”*). Word order and formation are also accurate, despite an error that appears to be interference from English (*“contando su perspectiva cuando se viene al nacionalismo”*). Writing conventions are also accurate, with two errors in accentuation (*“se conduce s lo a la victoria”; “r torica”*). The use of cohesive devices and transitional elements is appropriate to guide understanding (*“en ambos fragmentos”; “Ambos autores”; “Jos  Mart  empieza su fragmento”; “Termina su fragmento con una met fora”; “Luis Rafael S nchez, por su parte, empieza su fragmento”; “S nchez concluye su fragmento con una metonimia”*); despite inconsistent use of paragraphing, the essay shows grouping and progression of ideas.

Sample: 4B

Content Score: 3

The essay attempts to analyze the literary devices and compare the theme of *el nacionalismo* in both texts (*“En <<nuestra america>> y <<no llores por nosotros>> ambos desarrollan el tema del nacionalismo”*); however, description and narration outweigh analysis. The essay describes some rhetorical, stylistic, and structural features in both fragments and attempts to explain the relevance of the literary devices to the theme (*“En nuestra america, Mart  hace el uso de una personificaci n en la l nea 18 donde dice que los hombres de america <<tan levantan con la lavadura de su sudor>> Este muestra la Revoluci n cubana y como ellos quieren adquirir la independencia”; “Ellos ya no quieren depender de alguien m s, es por eso que cuando dice <<crear es la palabra de pase de esta generaci n. El vino de platano; y si sale agrio, jes nuestro vino>> muestra como ellos deber luchar para ser independientes y aunque al principio sea dif cil ellos luego prosperaran”; “Adicionalmente el usa simbolismo en <<el pa s que me acompa a por doquier. El pa s cuya canci n, dulce o amarga quiere cantar, inevitablemente>> tambi n muestra nacionalismo. El pa s que el menciona representa la gente de su pa s. Y cuando el usa la palabra pa s ell logra inspirar a las personas a luchar por su independencia.”*). The essay describes the presence of the theme in both texts and supports observations with examples; however, the examples are not always clear and relevant (*“En <<no llores por nosotros>> s nchez hace el uso de prosopopoeya <<cuando dice sin ceder un apice a los*

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Question 4 (continued)

peligros de la victimizacion>> porque el quiere mostrar que las personas no deben de dejarse ser dominadas o victimizadas.”). The response contains some errors of interpretation that do not detract from the overall quality of the essay (“*Este muestra la Revolucion cubana y como ellos quieren adquirir la independencia*”).

The essay follows a logical progression of ideas, although there is not a clear thesis (“*En ‘nuestra america’ y ‘no llores por nosotros’ ambos desarrollan el tema del nacionalismo*”) and, as a consequence, the organization is not always evident. There is a conclusion that summarizes the literary devices described in the essay (“*Es asi como Jose Marti y Luis Rafael Sanchez logran desarrollar el tema de nacionalismo atrave de personificacion y simbolismo.*”) but does not offer a summary of the comparison of the theme. If the essay had analyzed the literary devices and compared the theme in both texts, included a clear statement of purpose, coherent development of ideas, an effective conclusion, and supported the comparative analysis of the theme with relevant examples, the student would have earned a higher score.

Language Score: 4

The use of language in the 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 use of language. Vocabulary is appropriate to the texts being discussed (“*no quieren depender*”; “*enfaticar la importancia*”; “*El pais que el menciona*”) and presents main ideas and some supporting details (“*quiere transmitir el nacionalismo*”; “*ser dominadas o victimizadas*”; “*logra inspirar a las personas*”). The control of grammatical and syntactic structures is good (“*y como ellos quieren adquirir la independencia porque ellos quieren hacerlo con solo sus esfuerzos*”; “*El quiere enfatizar la importancia de luchar por la nacionalidad de uno*”), with one error in the gender of the demonstrative pronoun (“*Este muestra*”); use of verb forms, tense, and mood is good (“*y aunque al principio sea dificil ellos luego prosperaran*”; “*para que todos luchen juntos por la independencia*”), despite an occasional error in the use of an infinitive (“*muestra como ellos deber luchar*”). Word order and formation are generally accurate, with an occasional error in the use of an indefinite pronoun (“*Ellos ya no quieren depender de alguien mas*”). Writing conventions are generally accurate; numerous errors in missing accents (“*america*”; “*linea*”; “*Revolucion*”; “*y como ellos quieren adquirir*”; “*alguien mas*”; “*generacion*”; “*platano*”; “*muestra como*”; “*dificil*”; “*prosperaran*”; “*apice*”; “*victimizacion*”; “*el quiere*”; “*pais*”; “*cancion*”; “*tambien*”; “*asi*”; “*Jose*”; “*Marti*”; “*Sanchez*”) and occasional errors in spelling (“*desarollan*”; “*pesonificacion*”; “*atravez*”) do not detract from understanding.

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 texts is superficial (“*El efecto en el fragmento 1 y fragmento 2 es que no todos los lugares son lo mismo.*”); irrelevant comments predominate. The essay does not identify rhetorical, stylistic, or structural features in either fragment and consequently does not explain their relevance to the theme. The essay demonstrates a lack of understanding of the theme. The response consists of a weak plot summary of fragment one, “*Nuestra América,*” with one example that is not relevant to the theme (“*un ejemplo es cuando se saludan, puedes indicar de que tipo de persona son ellos*”). The essay includes a very weak statement of purpose (“*Aunque la gente es diferente, todos se tratan lo mismo.*”); the essay consists of two brief paragraphs that do not offer a logical progression of ideas and that treat only one fragment (“*En el fragmento 1*”). The essay contains frequent errors of interpretation (“*habla sobre el respeto que los jovenes tienen*”; “*Tambien habla de como se visten los jovenes, con la camisa al codo.*”). If the essay had analyzed the effect of literary devices on the development of the theme, supported comparison of the theme with appropriate textual examples, and organized the comparative analysis around a central argument, with a logical progression of ideas, the essay would have merited a higher score.

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Question 4 (continued)

Language Score: 2

The use of language in the essay is sometimes inappropriate to the task and generally inaccurate; the reader must supply inferences to make the response understandable. Vocabulary is generally inappropriate to the texts being discussed and forces the reader to supply inferences (“*no todos los lugares son lo mismo*”; “*todos se tratan lo mismo*”). Control of grammatical and syntactic structures is weak in a response that is very brief (“*puedes indicar de que tipo de persona son ellos*”). Writing conventions are generally inaccurate, with missing accents (“*jovenes*”; “*que tipo*”; “*Tambien*”; “*como se visten*”) and in punctuation with a missing period that results in a run-on sentence (“*En el fragmento 1, habla sobre el respeto que los jovenes tienen un ejemplo es cuando se saludan.*”). Paragraphing shows a weak grouping of ideas.