



---

# AP<sup>®</sup> Spanish Literature and Culture

## Sample Student Responses and Scoring Commentary

### **Inside:**

#### **Free-Response Question 3**

- ☒ **Scoring Guidelines**
- ☒ **Student Samples**
- ☒ **Scoring Commentary**

**Question 3: Essay—Analysis of Single Text**

**10 points**

**General Scoring Note**

When applying the scoring guidelines, the response does not need to meet every single criterion in a column. You should award the score according to the preponderance of evidence.

| Scoring Criteria: Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p>The essay is inaccurate and insufficient; there is no attempt to analyze how the text represents the specified period, movement, literary genre, or technique and the given cultural context; irrelevant comments predominate.</p> <ul style="list-style-type: none"> <li>• Demonstrates lack of understanding of characteristics of the text that represent the specified period, movement, literary genre, or technique.</li> <li>• Demonstrates lack of understanding of the text, or cultural products, practices, or perspectives of the given cultural context found in the text.</li> <li>• May not identify rhetorical, stylistic, or structural features in the text.</li> </ul> | <p>The essay shows little ability to analyze how the text represents the specified period, movement, literary genre, or technique and the given cultural context; summary and paraphrasing predominate.</p> <ul style="list-style-type: none"> <li>• Identifies characteristics of the text that represent the specified period, movement, literary genre, or technique, but they may not be clear or relevant.</li> <li>• Identifies cultural products, practices, or perspectives of the given cultural context found in the text, but they may not be clear or relevant.</li> <li>• Identifies rhetorical, stylistic, or structural features in the text, but they may not be relevant.</li> </ul> | <p>The essay attempts to analyze how the text represents the specified period, movement, literary genre, or technique and the given cultural context; however, description and narration outweigh analysis.</p> <ul style="list-style-type: none"> <li>• Describes characteristics of the text that represent the specified period, movement, literary genre, or technique.</li> <li>• Describes cultural products, practices, or perspectives of the given cultural context found in the text.</li> <li>• Describes some rhetorical, stylistic, or structural features in the text.</li> </ul> | <p>The essay analyzes how the text represents both the specified period, movement, literary genre, or technique and the given cultural context; description and narration are present but do not outweigh analysis.</p> <ul style="list-style-type: none"> <li>• Explains how characteristics of the text represent the specified period, movement, literary genre, or technique.</li> <li>• Explains how cultural products, practices, or perspectives found in the text relate to the given cultural context.</li> <li>• Discusses rhetorical, stylistic, or structural features in the text.</li> </ul> | <p>The essay clearly analyzes how the text represents both the specified period, movement, literary genre, or technique and the given cultural context.</p> <ul style="list-style-type: none"> <li>• Analyzes how characteristics of the text represent the specified period, movement, literary genre, or technique.</li> <li>• Analyzes how cultural products, practices, or perspectives found in the text relate to the given cultural context.</li> <li>• Effectively discusses a variety of rhetorical, stylistic, or structural features in the text.</li> </ul> |

|                                                                                                                                                                      |                                                                                                                                                                                         |                                                                                                                                                                                                  |                                                                                                                                                                 |                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Does not state a purpose, show evidence of organization, or offer a progression of ideas.</li> </ul>                          | <ul style="list-style-type: none"> <li>May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.</li> </ul>           | <ul style="list-style-type: none"> <li>Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.</li> </ul> |
| <ul style="list-style-type: none"> <li>May consist entirely of summary or paraphrasing of the text without examples relevant to the argument or question.</li> </ul> | <ul style="list-style-type: none"> <li>Presents main points and some details; describes basic elements of the text but may do so without examples or supporting an argument.</li> </ul> | <ul style="list-style-type: none"> <li>Elaborates on main points and supports observations with examples; however, the examples may not always be clear and relevant.</li> </ul>                 | <ul style="list-style-type: none"> <li>Supports analysis with appropriate textual examples.</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Supports analysis by integrating specific, well-chosen textual examples throughout the essay.</li> </ul>                                                        |
| <ul style="list-style-type: none"> <li>Contains frequent errors of interpretation that significantly detract from the overall quality of the essay.</li> </ul>       | <ul style="list-style-type: none"> <li>Contains some errors of interpretation that occasionally detract from the overall quality of the essay.</li> </ul> <p><b>See note A</b></p>      | <ul style="list-style-type: none"> <li>Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.</li> </ul> <p><b>See notes B, C, and D</b></p>   |                                                                                                                                                                 |                                                                                                                                                                                                        |

---

**0 (zero) The response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.**

An essay that merely restates part or all of the prompt and/or stimulus receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

**NR (No Response)—Page is blank.**

An essay that receives a NR in content must also receive a NR in language.

---

---

**Decision Rules and Scoring Notes**

---

- A.** An essay that treats only the specified period, movement, literary genre, or technique or the given cultural context without mentioning the rhetorical, stylistic, or structural features cannot receive a score higher than 2.
  - B.** If the essay has a significantly unbalanced focus on either the specified period, movement, literary genre, or technique or the given cultural context and discusses rhetorical, stylistic, or structural features, the analysis must be good to earn a score of 3.
  - C.** If the essay has a balanced focus on both the specified period, movement, literary genre, or technique and the given cultural context but does not discuss rhetorical, stylistic, or structural features, the analysis must be good to earn a score of 3.
  - D.** If the essay focuses only on either the specified period, movement, literary genre, or technique or the given cultural context and discusses rhetorical, stylistic, or structural features, the analysis of either the specified period, movement, literary genre, or technique or the given cultural context and the discussion of the rhetorical, stylistic, or structural features must be good to earn a score of 3.
-

| Scoring Criteria: Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Language usage is inappropriate to the task, inaccurate, or insufficient; the student's use of language impedes the reader's understanding of the response.</p> <ul style="list-style-type: none"> <li>• Vocabulary is insufficient or inappropriate to the text(s) being discussed; errors render comprehension difficult.</li> <li>• Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, or word formation are nearly constant and impede comprehension frequently.</li> </ul> | <p>Language usage is sometimes inappropriate to the task and generally inaccurate; the student's use of language requires the reader to make inferences to understand the response.</p> <ul style="list-style-type: none"> <li>• Vocabulary may be inappropriate to the text(s) being discussed and forces the reader to supply inferences.</li> <li>• 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.</li> </ul> | <p>Language usage is appropriate to the task and sometimes accurate; although the student's use of language is somewhat limited, it supports the reader's understanding of the response.</p> <ul style="list-style-type: none"> <li>• Vocabulary is appropriate to the text(s) being discussed but may limit the student's ability to present some relevant ideas.</li> <li>• 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 sometimes accurate.</li> </ul> | <p>Language usage is appropriate to the task and generally accurate; the student's use of language is clear in spite of occasional errors that do not affect the reader's understanding of the response.</p> <ul style="list-style-type: none"> <li>• Vocabulary is appropriate to the text(s) being discussed and presents main ideas and some supporting details.</li> <li>• 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 generally accurate.</li> </ul> | <p>Language usage is appropriate to the task, mostly accurate, and varied; the student's use of language is clear and supports the reader's understanding of the response.</p> <ul style="list-style-type: none"> <li>• Vocabulary is varied and appropriate to the text(s) being discussed, presents main ideas and supporting details, and communicates some nuances of meaning.</li> <li>• Control of grammatical and syntactic structures is very good; use of verb tenses and moods as well as word order and formation are mostly accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.</li> </ul> |

- |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                 |                                                                                                                                                                                                          |                                                                                                                                                                                                                    |                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • 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. | • 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. | • 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. | • 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. | • Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are mostly accurate; paragraphing shows grouping and progression of ideas. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|

---

**0 (zero) response is so brief or so poorly written as to be meaningless, is not in Spanish, or is otherwise off-task.**

An essay that merely restates part or all of the prompt and/or stimulus receives a score of 0.

An essay that receives a 0 in content must also receive a 0 in language.

**NR (No Response)—Page is blank.**

An essay that receives a NR in content must also receive a NR in language.

---

Question 3 requires that the response accomplishes several tasks: analyze how the text **“Nuestra América” by José Martí**, which is part of the required course reading list, represents **the characteristics of *el Modernismo***; analyze how the text represents the **sociopolitical context of Latin America at the end of the 19<sup>th</sup> century**; and include a discussion of **the literary devices of *el Modernismo*** that support this analysis. Further, the prompt specifies that the response must include examples from the text and must be written in the form of a brief essay.

| Scoring Notes: Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Below are some of the acceptable ways responses address the different tasks in the prompt. This list is not exhaustive.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Characteristics of <i>El Modernismo</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Sociopolitical context of Latin America at the end of the 19 <sup>th</sup> century:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Literary devices:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>Americanism: Sentiment of solidarity, independence, and political, social, and cultural identity; national elements preferred; representation of effects of colonization and the present dangers of imperialism</li> <li>Rejection of everyday reality and bourgeois materialism</li> <li>Exoticism</li> <li>A formal rigor</li> <li>Criticism of the sociopolitical reality</li> <li>Artistic renovation and search for artistic perfection; search for formal perfection and renovation</li> <li>Rupture with tradition; desire to create new forms of expression that affirm Latin American culture, language, values, and identity</li> <li>References to past civilizations, classical literature, Ancient Greece</li> </ul> | <ul style="list-style-type: none"> <li>A general criticism of the government, especially how those who govern do so without truly knowing or understanding the people they govern (<i>“Conocer el país, y gobernarlo conforme al conocimiento es el único modo de librarlo de tiranías.”</i>)</li> <li>The economic impact of the loss of Spanish colonies creates the need for escaping from impoverished towns to cities</li> <li>Asserting a new identity not based on European standards</li> <li>A need for change</li> <li>A rupture with colonial tradition</li> <li>The Cuban revolutionary struggle, and Latin American independence movements are based on ideas and concepts derived from the U.S. and French revolutions, which did not fit neatly into Latin American reality.</li> <li>Martí fought for a new Latin American identity through a coalition of independent governments that also supported each other.</li> <li>It was important to achieve decolonization and, for that to be achieved, Latin American countries needed to unite and fight together.</li> <li>The fundamental concept was the human right to self-determination, social and racial equality. In addition, the Monroe Doctrine, U.S. expansionism and intervention in</li> </ul> | <ul style="list-style-type: none"> <li>Martí’s language is sophisticated and expresses his ideas with notable refinement. He emphasizes the need for government leaders to know Latin American everyday life fully through <b>metaphorical language</b>: <i>“El premio de los certámenes no ha de ser para la mejor oda, sino para el mejor estudio de los factores del país en que se vive.”</i></li> <li>Martí interrogates the efficacy of a broken system that fails to properly educate future leaders with the <b>rhetorical question</b>: <i>“¿Cómo han ... pueblos de América?”</i>.</li> <li>Martí uses <b>enumeration</b> to emphasize the areas that can serve as models to educate future leaders: <i>“en el periódico, en la cátedra, en la academia,”</i> and uses the <b>asyndeton</b> to underscore the value they have in forming political figures that can restore the balance of power.</li> <li>The <b>metaphor of the tree alludes to the geographical reach</b> that Martí’s campaign has. For Martí, stability in the Americas can include relations with other countries (<i>“Injértese en nuestras repúblicas el mundo”</i>), but these should serve only as</li> </ul> |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Lexical revitalization, refinement of expression, elevated language, sophisticated vocabulary; rejection of colloquial language</li> <li>• Taste for cosmopolitan elements; tendency toward creative freedom and themes related to beauty and freedom</li> <li>• Self-reflection</li> <li>• Poetic language rich in sensorial images, symbols, allusions, and metaphor</li> <li>• Emergence of interest in sociopolitical themes of the time</li> </ul> | <p>Latin America was greatly criticized and feared. The people of each country should stand up and come together in order to be able to fight together. Martí was opposed to regional interests and notions of divisions (“<i>civilización y barbarie</i>”) that could put the unity of Latin American people in jeopardy.</p> <ul style="list-style-type: none"> <li>• Martí criticizes the enlightened classes that were educated in Europe and, upon returning to Latin America, sought to impose foreign models that were contrary to or different from the reality of the new continent: “<i>A adivinar salen los jóvenes al mundo, con antiparras yanquis o francesas, y aspiran a dirigir un pueblo que no conocen.</i>”</li> <li>• Knowing the history and culture of the new continent was fundamental, and because of that education must also be based on that new reality: “<i>La universidad europea ha de ceder a la universidad americana. La historia de América, de los incas acá, ha de enseñarse al dedillo, aunque no se enseñe la de los arcontes de Grecia.</i>”</li> <li>• Martí represents Latin American positivism in this essay by remarking: “<i>Conocer es resolver. Conocer el país, y gobernarlo conforme al conocimiento es el único modo de librarlo de tiranías.</i>”</li> <li>• Decolonization: need to know one’s system(s) and traditions</li> <li>• Solidarity: need to unify to resist colonial powers</li> </ul> | <p>“leaves and branches” that remain secondary to the power of the tree’s trunk, which consists solely of “<i>nuestras repúblicas.</i>”</p> <ul style="list-style-type: none"> <li>• Martí uses <b>poetic prose</b>, a <b>political lexicon</b> (lexicon with political terminology) <b>symbols</b> (“<i>antiparras yanquis o francesas</i>”; “<i>la oda</i>”; “<i>los libros</i>”) and <b>antithesis</b> to present his vision (“<i>cultos e incultos</i>”; “<i>derriba lo que se levanta</i>”; <i>universidad europea ... universidad americana</i>) as well as <b>repetition</b> (“<i>Conocer,</i>” “<i>resolver</i>”) to emphasize his positivism.</li> <li>• Other literary devices that Martí uses include <b>anaphora</b> (“<i>Conocer es resolver. Conocer el país</i>”), <b>epithets</b>, <b>hypallage</b> (interchange or inversion of words), <b>metonymy</b>, <b>polyptoton</b> (derivation), and <b>historical allusion</b> (“<i>Nuestra Grecia</i>”).</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3

Question 4

☐☐☒☐

1:05

Begin your response to each question at the top of a new page. Do not skip lines.

"Nuestra América" de José Martí es una obra muy famosa del Modernismo que discute la importancia de América Latina ser independiente de la influencia de Europa.

"Nuestra América" es un apología, o sea fue escrito para defender una idea y demostrar que la idea hace sentido. ~~En~~ En este caso, su idea es que América no puede ser independiente y funcionar bien si hay tantas influencias europeas. Esta idea de la independencia y la revolución fue muy común durante el Modernismo; los escritores quieren abandonar muchos aspectos de las ideas antiguas de las otras épocas. Martí usó una pregunta retórica cuando dice, "¿Cómo han de salir de las universidades los gobernantes, si no hay universidad en América donde se enseñe [...] los elementos peculiares de los pueblos de América?" Este cita enfáticamente la ironía <sup>de la situación</sup> que es que un sistema de gobierno educado en Europa no puede funcionar en América. La cita también introduce el leitmotiv del conocimiento/falta de conocimiento en América Latina. Unas frases después, este leitmotiv reaparece cuando dice que "la política debería negarse la entrada a los que desconocen los rudimentos de la política," o sea que la política no podría sobrevivir sin conocimiento de América Latina. Luego, usa estructura paralela y enumeración para describir los otros lugares en que se necesita saber el país para tener éxito: "En el periódico, en

Page 2

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

● Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3

Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

la cátedra, en la academia." En esta manera, Martí demuestra que hace sentido para el gobierno saber el país para gobernar bien porque esta estrategia ha funcionado en otras situaciones. Después de unas frases, dice "Conocer es resolver." Esto es un símil que subraya la importancia de conocer. Uso repetición de la palabra "conocer" para enfatizar este concepto cuando dice "Conocer el país," después. Este fragmento es un ejemplo de símil porque está usando la palabra "país" para decir "la gente del país y sus costumbres." El símil que enfatiza que la gente y sus costumbres son unidades. Cerca del ~~fin~~ fin del fragmento, Martí hace un <sup>analogía a</sup> ~~comparación~~ "Nuestra Grecia es preferible a la Grecia que no es nuestra." Esto es <sup>un</sup> símil; está llamando a la América "nuestra Grecia" para decir que es muy similar a una versión de Grecia latinoamericana porque es un centro de cultura y ideas modernas y nuevas. Su sentimiento es muy típico de los escritores latinoamericanos del América Latina porque demuestra un deseo de ser independiente y tratar de ~~ser~~ tener éxito sin la influencia de ideas ajenas (como las de Grecia) aunque sean buenas. El fragmento termina con una hipérbole: "no hay patria en que pueda tener el hombre más orgullo que en nuestras dolientes repúblicas americanas." Su sentimiento nacionalista en este cita también es típico del Modernismo y demuestra que Martí ama mucho a su patria.

Page 3

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0018114





Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3

Question 4

☐☐☒☐

Begin your response to each question at the top of a new page. Do not skip lines.

Nuestra América por José Martí es una obra de literatura que critica las fuerzas de colonismos ~~en~~ y la manera en que los impactos de imperialismo están ~~haciendo~~ un impacto en ~~se~~ <sup>la</sup> el tiempo actual. Un obra del ~~periodo~~ <sup>época</sup> de modernismo, "Nuestra América" tiene muchos características que fueron común en el ~~periodo~~ movimiento. La primera característica es el tema política. Más específicamente el tema ~~del~~ de la obra es muy crítica de países imperialismos. Este fue un tema muy común en el época. Países que han sido los sujetos de colonización ~~se~~ ~~estuvieron~~ empezaron para ganarse independencia. ~~Como~~ Pero, el impacto de colonialismo no terminaron con independencia. ~~Es~~ Como un resultado, muchos escritores escribió sobre esta impacto en ~~de~~ la época moderno. La forma de un ensayo también común en ~~el~~ ~~el~~ el movimiento de modernismo. Este estilo se permite José para hablar ~~en~~ en una manera más directamente. ~~como~~ Porque de este forma, Martí

Page 4

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

● Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3

Question 4

☐☐☒☐

Begin your response to each question at the top of a new page. Do not skip lines.

puede comunicar sus pensamientos en una ~~manera~~ más claramente. Por ejemplo el ~~et~~ ~~de~~ pregunta retórica "¿Cómo han ~~o~~ pueblos de América?" en líneas 4-5. permite los lectores para pensar indirectamente sobre el impacto del ~~la~~ tema del obra. ~~Adicionalmente~~

Esta obra refiere específicamente al impacto de imperialismo en América Latina a finales del siglo XIV ~~los~~ "incas" en línea 16 fue ~~st~~ uno de los grupos de personas que estaban en América antes la llegada de personas de España y otros países en Europa. Esta referencia al historia de ~~Latinoamérica~~ América Latina comunica el tema de la obra ~~que~~ ~~que~~ del impacto de imperialismo. En la comunicación de esta tema Martí representa los voces de muchos grupos desventajas en América Latina. Adicionalmente su mensaje en esta obra es muy universal ~~de~~ y pueden ~~ser~~ ser aplicado a

Page 5

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

0035164

■ ■ ■ ■ ■ ■ ■

**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1



Question 2



Question 3



Question 4



Begin your response to each question at the top of a new page. Do not skip lines.

muchos grupos Simulares.

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.

**Important:** Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

Question 2

Question 3

Question 4

Begin your response to each question at the top of a new page. Do not skip lines.

En la obra de "Nuestra America" de Jose Maria, representa las características del Modernismo y el contexto sociopolítico de America Latina a finales del Siglo XIX con los recursos literarios.

Jose Martir usa Diálogo para representar las características durante este tiempo. El uso de diálogo le ayuda a criticar el sociopolítico que esta pasando durante este tiempo. El personaje dice, "... si no hay universidad en America." Este critica el problema que sociopolítica

Page 4

Use a pen with black or dark blue ink only. Do NOT write your name. Do NOT write outside the box.



### Question 3

#### Single Text Analysis

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

#### Overview

Analysis of Single Text is a question that requires students to write a coherent and well-organized essay analyzing how the text, which is part of the reading list, represents both the specified movement and the given cultural context. In this year's exam, students were required to analyze how José Martí's "Nuestra América" (1891) represents the characteristics of Latin American Modernism (*las características del Modernismo*) and the sociopolitical context of Latin America at the end of the 19th century (*América Latina a finales del siglo XIX*). Students were also asked to comment on the literary devices relevant to Latin American Modernism and to include examples from the text to support their analyses. Students were asked to write their essays in Spanish to demonstrate their proficiency in Presentational Writing in the target language in support of literary analysis.

#### Sample: 3A

#### Content Score: 5

This essay clearly analyzes how the text represents both the movement and the given cultural context. The essay analyzes the idea of political, social, and cultural independence as a characteristic of *el Modernismo* ("*Nuestra América* es un apología, o sea fue escrito para defender una idea"; "*Este idea de la independencia y la revolucion fue muy común durante el Modernismo*"), connecting it to the idea that *el Modernismo* breaks from blind reliance on earlier traditions ("*los escritores quieren abandonar muchos aspectos ... de las otras épocas*"). The essay further develops this idea by connecting it to the need for an educational system that will focus on the specific reality and history of Latin American nations ("*también introduce el leitmotiv del conocimiento/falta de conocimiento de América Latina*"; "*Su sentimiento nacionalista en este cita también es típico del Modernismo y demuestra que Martí ama muchísimo a su patria.*"). The response clearly analyzes how these cultural practices and perspectives relate to the sociopolitical context of Latin America at the end of the 19th century ("*su idea es que America no puede ser independiente y funcionar bien si hay tantos influencias europeas*"; "*Martí demuestra que hace sentido para el gobierno saber el país para gobernar bien porque esta estrategia ha funcionado en otros situaciones.*"; "*o sea que la politica no podría sobrevivir sin conocimiento de América Latina*"). Similarly, the response analyzes the reference to ancient Greece as a characteristic of *el Modernismo* and as a point of comparison for the given sociopolitical context ("*es muy similar a un version de Grecia latinoamericana porque es un centro de cultura y ideas nuevas y modernas*"). Furthermore, the essay effectively discusses a wide variety of rhetorical, stylistic, and structural features in the text ("*Este cita enfatiza la ironia de la situación que es que un sistema de gobierno educado en Europa no puede funcionar en América.*"; "*Luego, uso estructura paralela y enumeración para describir los otros lugares en que se necesita saber el país para tener éxito.*"; "*Uso repetición de la palabra 'conocer' para enfatizar este concepto*"; "*Este fragmento es un ejemplo de sinécdoque porque está usando la palabra 'país' para decir 'la gente del país y sus costumbres.'* El sinécdoque enfatiza que la gente y sus costumbres son unidas."; "*Cerca del fin del fragmento, Martí hace una alusión a Grecia*"). The essay includes an explicit statement of purpose with a thesis ("*'Nuestra América' de José Martí es una obra muy famoso del Modernismo que discute la importancia de América Latina ser independiente de la influencia de Europa*"), a coherent structure, and a cohesive and logical



**Question 3 (continued)**

progression of ideas in a well-developed essay (*“En este caso, su idea es que America no puede ser independiente”; “Este fragmento es un ejemplo de sinécdoque”*). Analysis is supported by the integration of specific, well-chosen textual examples throughout the essay (*“Martí uso una pregunta retórica cuando dice, ‘¿Cómo han de salir de las universidades los gobernantes, si no hay universidad en América donde se enseñe [...] los elementos peculiares de los pueblos de América?’”; “este leitmotiv reaparece cuando dice que ‘la política habría de negarse la entrada a los que desconocen los rudimentos de la política’”; “Luego, uso estructura paralela ... ‘En el periódico, en la cátedra, en la academia.’”; “Después de unos frases, dice ‘Conocer es resolver.’”; “Cerca del fin del fragmento, Martí hace una alusión a Grecia, diciendo, ‘Nuestra Grecia es preferible a la Grecia que no es nuestra.’”; “El fragmento termina con un hipérbole: ‘no hay patria en que pueda tener el hombre más orgullo que en nuestras dolorosas repúblicas americanas.’”*).

**Language Score: 5**

Language usage is appropriate to the task, mostly accurate, and varied; the student’s use of language is clear and supports the reader’s understanding of the response. Vocabulary is varied and appropriate to the text being discussed, presenting main ideas and supporting details, and also communicating some nuances of meaning (*“apología”; “abandonar”; “enfatisa la ironía”; “leitmotiv”; “conocimiento”; “sobrevivir”; “sentimiento”*), with one error in the use of *saber* instead of *conocer* (*“se necesita saber el país para tener éxito”*). Control of grammatical and syntactic structures is very good (*“En este caso, su idea es que America no puede ser independiente y funcionar bien si hay tantas influencias europeas”*), in spite of a few errors in gender agreement (*“el sinécdoque”; “un versión”; “ideas ajenos”; “un hipérbole”; “este cita”*); use of verb tenses and moods as well as word order and formation are mostly accurate (*“los escritores quieren abandonar muchos aspectos de las ideas antiquadas de las otras épocas”; “un sistema de gobierno educado en Europa no puede funcionar en América”; “o sea que la política no podría sobrevivir”; “Su sentimiento es muy típico de los escritores latinoamericanos”*); use of cohesive devices and transitional elements is appropriate to guide understanding (*“o sea”; “en este caso”; “luego”; “Este fragmento es un ejemplo”; “Esto también es”; “El fragmento termina”; “también es típico del Modernismo”*). Writing conventions, such as spelling (*“influencia”; “enfatisa”; “conocimiento”; “nacionalista”*), accent marks (*“apología”; “retórica”; “situación”; “también”; “podría”; “país”; “sinécdoque”; “hipérbole”*), and punctuation (*“En este caso,”; “fue muy común durante el Modernismo”; “una pregunta retórica cuando dice, ‘¿Cómo han de salir ...?’”*) are mostly accurate, despite one error in spelling (*“antiquadas”*), and a few missing accent marks (*“revolucion”; “uso”; “después”; “simil”*). Even though there are only two paragraphs, there is grouping and progression of ideas (*“‘Nuestra América’ de José Martí es”; “‘Nuestra América’ es”; “o sea que la política no podría sobrevivir”; “Este fragmento es un ejemplo de”; “también es típico del Modernismo y demuestra que Martí ama muchísimo a su patria.”*).

**Sample: 3B****Content Score: 3**

This essay attempts to analyze how the text represents the characteristics of the specified movement and the given cultural context; however, description and narration outweigh analysis. The essay describes characteristics of the text that represent *el Modernismo* (*“‘Nuestra América’ tiene muchas características que fueron común en el movimiento. La primera característica es el tema política.”; “Esta referencia al historia de América Latina comunica el tema de la obra del impacto del imperialismo.”*) as

**Question 3 (continued)**

well as cultural products, practices, and perspectives that relate to the sociopolitical context of Latin America at the end of the 19th century (*“Países que han sido los sujetos de colonización estuvieron empezar para ganarse independenciá”; “Esta obra refiere especificamente al impacto de imperialismo en América Latina a finales del siglo XIX.”*). The response also describes some rhetorical and stylistic features in the text (*“La forma de un ensayo también común en el movimiento de Modernismo. Este estilio se permite José para hablar en una manera más directamente.”*). The essay includes a statement of purpose (*“Nuestra América por José Martí es una obra de literatura que criticá las fuerzas de colonismos y la manera en que los impactos de imperialismo están haciendo un impacto en el tiempo actual.”*), evidence of organization, and a logical progression of ideas (*“La primera característica”; “Más específicamente el tema”; “Por ejemplo”; “Adicionalmente”*). There is some elaboration on main points (*“Más específicamente el tema del obra es muy criticá de países imperialismos”*); examples are used to support observations, but these are not always clear or relevant (*“Por ejemplo el pregunta retorica ‘¿Cómo han ... pueblos de América’ en líneas 4-5 permite los lectores para pensar indirectanent sobre el impacto del tema del obra”*). The essay does not contain errors of interpretation that detract from the overall quality of the essay. If the essay had explained, rather than merely described, features of the text that represent the specified literary genre and cultural context and offered clearer examples to support observations, it would have received a higher score.

**Language Score: 3**

Language usage is appropriate to the task and sometimes accurate; although the student’s use of language is somewhat limited, it supports the reader’s understanding of the response. Vocabulary is appropriate to the text being discussed (*“America antes la llegada del personas de España y otros países de Europa”; “Pero, el impacto del colonismo no terminaron con independencia”; “para pensar indirectanent sobre el impacto”*), but it limits the student’s ability to present some relevant ideas (*“Países que han sido los sujetos de colonización estuvieron empezar para ganarse independencia.”*). Control of grammatical and syntactic structures is adequate (*“Porque de este forma, Martí puerde comunicar sus pensamientos más claramente”; “esta obra refiere especificamente al impacto de imperialismo en América Latina a finales del siglo XIX.”*); there are errors in the use of verb tenses (*“Los ‘incas’ en línea 16 fue”*); and in gender and number agreement (*“Un obra del epocá”; “muchos características”; “tema política”; “el impacto del colonismo no terminaron”; “del obra”; “el época”; “muchos escritores escribió”; “otras países”; “los voces”*), but they do not detract from overall understanding; word order and formation are sometimes accurate (*“En la comunicación de esta tema, Martí representa los voces de muchos grupos”*). Writing conventions are sometimes accurate; numerous errors in spelling (*“movimiento”; “sujetos”; “imperialismo”; “colonismos”; “desenvantajas”; “Adicionalnente”*) and misplaced and missing accent marks (*“criticá”; “epocá”; “caracteristicá”; “política”; “especificamente”; “epoca”; “independenciá”; “tambien”; “retorica”; “historía”; “America”*) do not detract from overall understanding; paragraphing in the essay shows grouping of ideas.

**Question 3 (continued)****Sample: 3C****Content Score: 1**

This essay is inaccurate and insufficient; there is no attempt to analyze how the text represents the specified movement and the given cultural context; irrelevant comments predominate. The response demonstrates a lack of understanding of how the characteristics of the text represent the specified movement of *el Modernismo* (“*En la obra de ‘Nuestra América’ de Jose Maria, representa las características del Modernismo*”) as well as a lack of understanding of the cultural products, practices, or perspectives of the sociopolitical context of Latin America at the end of the 19th century found in the text (“*El uso de Diagoló le ayuda a criticar el sociopolitico que esta pasando durante este tiempo. El personaje dice ‘... si no hay universidad en america.’ Este critica es para lo que sociopolitia*”). The response does not correctly identify rhetorical, stylistic, or structural features in the text (“*Jose Martir usa Diagoló para representar las características durante este tiempo*”). The essay includes an introductory paragraph that merely restates the prompt (“*En la obra de ‘Nuestra America’ de Jose Maria, representa las características del Modernismo y el contexto sociopolitico de America Latina a finales del Siglo XIX con los recursos literarios.*”); it does not include an explicit statement of purpose, does not show evidence of organization, nor does it offer a progression of ideas. The response contains frequent errors of interpretation that significantly detract from the overall quality of the essay (“*Jose Martir usa Diagoló*”; “*El personaje dice ‘... si no hay universidad en america’. Este critica es para lo que sociopolitia*”). If the essay had demonstrated an understanding of “*Nuestra América*” and offered some attempt to analyze this text’s relationship to the sociopolitical context of Latin America at the end of the 19th century, it would have received a higher score.

**Language Score: 2**

Language usage is sometimes inappropriate to the task and generally inaccurate; the student’s use of language requires the reader to make inferences to understand the response. Vocabulary is inaccurate and forces the reader to supply inferences (“*Diagoló*”; “*sociopolitia*”). Control of grammatical and syntactic structures is weak (“*En la obra de ‘Nuestra America’ de Jose Maria, representa las características del Modernismo.*”); errors in word order and word formation (“*Diagoló*”; “*sociopolitia*”) are serious enough to impede comprehension at times. Writing conventions are generally inaccurate; errors in spelling (“*Martir*”; “*Diagoló*”), and misplaced or missing accent marks (“*Jose*”; “*Diagoló*”; “*sociopolitico*”; “*características*”; “*esta*”) are numerous and serious enough to impede comprehension at times. Although paragraphing shows some grouping of ideas, the essay ends with an incomplete sentence (“*Este critica es para lo que sociopolitia*”).