



AP[®] Spanish Literature and Culture

Sample Student Responses and Scoring Commentary

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Free-Response Question 4

- ☒ **Scoring Guidelines**
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Question 4: Essay—Text Comparison

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 the literary devices or compare the texts; irrelevant comments predominate.</p> <ul style="list-style-type: none"> • 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. 	<p>The essay shows little ability to analyze the literary devices or compare the texts; summary and paraphrasing predominate.</p> <ul style="list-style-type: none"> • 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. 	<p>The essay attempts to analyze the literary devices and compare the theme in the texts; however, description and narration outweigh analysis.</p> <ul style="list-style-type: none"> • 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. 	<p>The essay analyzes the literary devices and compares the theme in the texts; description and narration are present but do not outweigh analysis.</p> <ul style="list-style-type: none"> • 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. 	<p>The essay clearly analyzes the literary devices and compares the theme in the texts.</p> <ul style="list-style-type: none"> • 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.

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| • Contains frequent errors of interpretation that significantly detract from the overall quality of the essay. | • Contains some errors of interpretation that occasionally detract from the overall quality of the essay.
See note A | • Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.
See notes B, C, D |
|--|--|--|

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 stimuli 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 one text cannot earn a score higher than 2.
- B.** If the essay has a significantly unbalanced focus on one of the texts, the analysis must be good to merit a 3.
- C.** If the essay does not include literary devices, the comparison of the theme in the texts must be good to merit a 3.
- D.** 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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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"> • 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. 	<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"> • 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. 	<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"> • 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 sometimes accurate. 	<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"> • 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 generally accurate. 	<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"> • 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 as well as word order and formation are mostly accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.

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

Question 4 requires that the response accomplish several tasks: compare explicitly how the theme of *la construcción del género* is developed in a fragment from “A Julia de Burgos” by Julia de Burgos, which is on the required course reading list, and a fragment from “A nuestro sexo” by Rita Cetina Gutiérrez, which is not on the required course reading list; analyze at least two different literary devices in total (a minimum of one in each text) that contribute to the development of the theme; include examples from both texts; and be written in the form of an essay.

Scoring Notes: Content		
Below are some of the acceptable ways responses address the different tasks in the prompt. This list is not exhaustive.		
Theme in “A Julia de Burgos”: <ul style="list-style-type: none"> The poetic voice criticizes the patriarchal system, giving voice to the experience of women who were trying to achieve emancipation Gender roles and expectations Through the use of the verb “<i>murmuran</i>” and the repetition of the verb “<i>mienten</i>,” a clear social critique is established. The poetic voice reveals the social gaze and pressure placed upon women, and it opposes the exterior, hypocritical “<i>tú</i>” that conforms itself to what society wants to see, is submissive, tied to a man and the social expectations and rules of a patriarchal society, with the “<i>yo</i>” that is free, freeing. The poetic voice expresses a yearning for its more authentic “<i>yo</i>” to overcome its submissive, social, “<i>tú</i>” in its approaching duel to the death (“<i>duelo a muerte que se acerca</i>”), later envisioning how it will join in an impending revolution for social justice. 	Literary Devices in “A Julia de Burgos”: <ul style="list-style-type: none"> <i>Versos alejandrinos</i>/14 sílabas with a non-traditional, irregular rhyme scheme in some stanzas and verses. Repetition (of the verb “<i>mienten</i>”) Anaphora (“<i>Tú eres ...</i>” to highlight a sense of possession) Allusion (to Rocinante, to emphasize her unbridled freedom) Enumeration (in “<i>todos te mandan</i>”) Ellipsis (in “<i>Tú eres de tu marido, de tu amo; yo no; yo de nadie, o de todos</i>”) Antithesis and juxtaposition of “<i>tú</i>” and “<i>yo</i>” Synecdoche: “<i>el cura, la modista, el teatro, el casino</i>” (different parts of a patriarchal, conservative, upper-class society intent on maintaining the status quo) Apostrophe (“<i>Mienten, Julia de Burgos.</i>”) An accusatory tone (<i>reproche</i>) Other literary devices seen in the poem include hyperbole, parallelism, asyndeton, and metonymy. 	Comparison-Similarities: <ul style="list-style-type: none"> Both poems share a feminist perspective They both present a critique of the patriarchal society in which they live Both poems develop the theme of the construction of gender by presenting a woman as a poetic subject that advocates for her identity and her independence. Both poems invoke a higher sense of morality and justice in order to revindicate the rights of women.

<p>Theme in “A nuestro sexo”:</p> <ul style="list-style-type: none"> • Emphasizes that the oppression of women represents a long historical tradition • Shows the transformation of women into strong people that fight for their rights • Encourages the unity and solidarity of women, their shared power, highlighting the importance of these two elements in the fight for their rights 	<p>Literary Devices in “A nuestro sexo”:</p> <ul style="list-style-type: none"> • Epithet (in “<i>angustiada, mustia y doliente</i>”) • Apostrophe (in “<i>Dejad la postración</i>”; “<i>Oíd con atención</i>”; “<i>Unión, Fraternidad</i>”) • Metaphor (“<i>ayer</i>” to represent the long historical oppression of women) • Antithesis (“<i>levantar/inclinar la frente</i>” to show the transformation of women) • Rhetorical questions • Hyperbaton 	<p>Comparison-Differences:</p> <ul style="list-style-type: none"> • While Julia de Burgos establishes the antithesis between Julia de Burgos the person and Julia de Burgos’ poetic voice and enumerates the conservative institutions and elements of patriarchal society (marriage, the church) and social class (aristocracy) that control her and limit her freedom and presumably that of other women whom she envisions joining in a revolutionary fight for social justice, Rita Cetina Gutiérrez addresses all women to fight for an important place in society. • “A Julia de Burgos” focuses on the unfolding of the private and the public self; however, “A nuestro sexo” sheds light on the unfolding of the individual self and the collective self. • “A Julia de Burgos” refers to a future change, whereas in “A nuestro sexo,” the change has already happened.
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Important: Completely fill in the circle that corresponds to the question you are answering on this page.

Question 1

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

En las dos obras se desarrolla el tema de la construcción del género para resaltar como las mujeres son sujetas a la humillación de la sociedad y como no son vistas por lo valiosas que son.

En el poema de A Julia de Burgos se demuestra como en el exterior la mujer siempre que seguir las reglas de la sociedad y aun haci no son consideradas como suficiente. Por ejemplo, Burgos usa el asindenton para resaltar como la mujer no puede tener sus propios pensamientos y nunca sera de ella misma al decir "Tu eres dama casera, resignada, sumisa, atada.." como ~~demuestra~~ demuestran de el daño que les hace a las mujeres ser sumisa porque pierden cualquier tipo de control o gobierno que solian tener hacia si mismas. Burgos tambien emplea el retruicano para darle enfasis a los pensamientos internos de las mujeres y lo que harian si no fueran atadas al que diran ni ~~ser juzgadas~~ ser juzgadas por los demas, dice "tu en ti misma no mandas, a ti todos te mandan". Esto hace que resalte la diferencia en igualdad entre el hombre y la mujer. Cuando una mujer no se deja es vista como la peor cosa en el mundo y ~~es~~ es tratada de lo mas feo. Cuando un hombre no se deja de los demas se ~~se~~ acostumbra a decirles que no son hombres de

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

verdad y que actúan como las mujeres. Eso es lo que quiere demostrar Burgos con sus ejemplos, que ser mujer ante la sociedad es malo y ~~no~~ nunca sentirán el orgullo de poder ser ellas mismas.

Rita nos ~~no~~ demuestra su interpretación al resaltar la idea de que es tiempo de que las cosas cambien y de que las mujeres por fin sean capaces de defenderse y de mostrar que son igual de fuertes y ~~comp~~ competentes que los hombres.

Ella usa el hiperbatón para amplificar la manera en que ella dice que ya basta de soportar tanta humillación solo por nacer como mujer. También frecuentemente usa las ~~preguntas~~ preguntas para darles a entender a los demás que no importa cuanta burla ni humillación tengan que pasar porque al final del día ella es mujer y está agradecida de serlo y todas las demás deberían de estarlo también.

Por lo tanto las dos critican a la sociedad por sus burlas constantes hacia la mujer y ~~que~~ como nunca han sido consideradas dignamente. Las dos usan sus poemas para decirles a las demás mujeres que ya es tiempo de que sean su propia persona y de que dejen los pensamientos negativos que les impuso la sociedad ~~por~~ tanto tiempo.

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Question 1

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Question 4

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

En los dos poemas "A Julia de Burgos" y "A nuestro Sexo" tiene un tema en común. Los dos hablan de ~~ti~~ que tienes voz. En los dos poemas es un voz de mujer que habla sobre son fuertes y pueden hablar con su voz nadie más controlen a ellos o decir que hacer. Julia habla a audiencia en poema. Por ejemplo, dice "tu" en versos 8, 12, 16. Esta directo y dice directamente sobre las injusticias.

En el otro mano, "A nuestro Sexo" habla a todos general. Pregunta usando method de rhetorical pregunta. También, tiene tono muy serio. En el poema dice, "Es que la hora ha llegado por fin..." Tiene afecto que por mucho tiempo mujeres sufrieron las injusticias pero ahora es tiempo no van a esperar más para usar su voz.

La final de llenado los dos poemas tratan de mismo situación la opresión de voz de las mujeres. Con la escritura van a hacer una diferencia en el mundo para todas las mujeres.

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Question 1

Question 2

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Question 4



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

A Julia de burgos tiene anafora " el cura, la modista, el teatro, el casino, el auto, las alhajas el banquete, el champán, el cielo y el infierno, y el que diran social. A nuestro Sexo ~~ambos~~ tiene un simi " Dotada la mujer por el eterno de nobles sentimientos como el hombre ambiciona tambien legar su ~~nombre~~ nombre ilustre y grande a la futura edad.

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Question 4

Text Comparison

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

Overview

The Text Comparison is a question that requires students to write a coherent and well-organized essay comparing two thematically related literary texts (or fragments of texts), one on the reading list and one new, not on the required reading list. Students are asked to analyze the effect of the literary devices employed by the authors to develop a particular theme. The analysis should be comparative in nature and should be supported by specific examples from both texts. In this year's exam, the two texts were a fragment from "A Julia de Burgos" (1939) by Julia de Burgos (on the required list) and a fragment from "A nuestro sexo" (1870) by Rita Cetina Gutiérrez (not on the list). Students were asked to analyze the effect of literary devices used by both authors to develop the theme of gender construction (*la construcción del género*) and to compare the presentation of the theme in the two selections, including relevant examples from the texts. The 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: 4A

Content Score: 5

The essay effectively analyzes the literary devices and compares the theme of construction of gender (*la construcción de género*) in the texts by focusing on the woman as a poetic subject that advocates for her identity and independence ("*Burgos usa el asindenton para resaltar como la mujer no puede tener sus propios pensamientos*"; "*Las dos usan sus poemas para decirles a las demas mujeres que ya es tiempo de que sean su propia persona*"). It offers a clear and cogent analysis of rhetorical, stylistic, and structural features, connecting them to the development of the theme ("*Burgos tambien emplea el retruecano para darle enfasis a los pensamientos internos de las mujeres*"; "*Ella usa el hiperbaton para amplificar la manera en que ella dice que ya basta de soportar tanta humillacion*"). The essay analyzes the development of the theme in both texts to support comparative analysis of social expectations ("*En el poema de A Julia de Burgos se demuestra como en el exterior la mujer siempre que seguir las reglas de la sociedad*"; "*Rita nos demuestra su interpretacion al resaltar la idea de que es tiempo de que las cosas cambien y de que las mujeres por fin sean capaces de defenderse*"). This well-developed essay includes an explicit statement of purpose (thesis); ("*En las dos obras se desarrolla el tema de la construccion del genero para resaltar como las mujeres son sujetas a la humillacion de la sociedad y como no son vistas por lo valiosas que son*"), a coherent structure, and a cohesive and logical progression of ideas ("*En el poema de A Julia de Burgos se demuestra*"; "*Rita nos demuestra su interpretaci3n*"; "*Por lo tanto las dos critican a la sociedad por sus burlas constantes*"). The essay supports analysis by integrating specific, well-chosen textual examples throughout that insightfully address how both fragments develop the theme ("*Burgos usa el asindenton para resaltar como la mujer no puede tener sus propios pensamientos y nunca sera de ella misma decir 'Tu eres dama casera, resignada, sumisa, atada..'*"; "*Tambien frecuentemente usa las preguntas para darles a entender a los demas que no importa cuanta burla ni humillacion tengan que pasar*").

Question 4 (continued)**Language Score: 5**

The essay demonstrates language usage that is appropriate to the task, mostly accurate, and varied; the use of language is clear and supports the reader's understanding of the response ("*lo valiosas que son*"; "*juzgadas por los demás*"; "*Rita nos demuestra su interpretacion al resaltar la idea de que es tiempo de que las cosas cambien y de que las mujeres por fin sean capaces de defenderse y de mostrar que son igual de fuertes y competentes que los hombres*"). The vocabulary is varied and appropriate to the texts being discussed ("*seguir las reglas*"; "*el daño que les hace*"; "*se acostumbra a decirles*"; "*las burlas constantes*"; it presents main ideas and supporting details and communicates some nuances of meaning ("*no son consideradas como suficiente*"; "*lo que harian si no fueran atadas al que diran*"; "*son igual de fuertes y competentes que los hombres*"; "*basta de soportar tanta humillacion solo por nacer como mujer*"). The control of grammatical and syntactic structures is very good ("*ella es mujer y esta agradecida de serlo y todas las demas deberian de estarlo tambien*"; use of verb tenses and mood is accurate ("*esto hace que resalte la diferencia en igualdad*"; "*para decirles a las demas mujeres que ya es tiempo de que sean su propia persona y de que dejen los pensamientos negativos que les impuso la sociedad por tanto tiempo*"). Word order and formation are mostly accurate ("*el daño que les hace a las mujeres ser sumisas*"; "*le brinda*"; "*esto hace que se resalte*"; "*nunca han sido consideradas dignamente*"). The use of cohesive devices and transitional elements is appropriate to guide the reader's understanding ("*Por ejemplo*"; "*Burgos tambien emplea*"; "*Esto hace que resalte la diferencia*"; "*por lo tanto*"). Writing conventions are mostly accurate, despite missing accent marks ("*construccion*"; "*genero*"; "*humillacion*"; "*sera*"; "*tambien*"; "*enfasis*"; "*harian*"; "*demas*") and a few misspelled words ("*haci*"; "*capazes*"; paragraphing shows grouping and progression of ideas ("*En el poema de A Julia de Burgos se demuestra como en el exterior la mujer siempre que seguir las reglas de la sociedad*"; "*Rita nos demuestra su interpretacion al resaltar la idea de que es tiempo de que las cosas cambien y de que las mujeres por fin sean capaces de defenderse*"; "*Por lo tanto las dos critican a la sociedad por sus burlas constantes hacia la mujer como nunca han sido consideradas dignamente.*").

Question 4 (continued)**Sample: 4B****Content Score: 3**

The essay attempts to analyze the literary devices and compare the theme in the texts; however, description and narration outweigh analysis (“*Los dos hablan de que tienes voz*”; “*es un voz de mujer que habla sobre son fuertes*”). It describes some rhetorical, stylistic, or structural features in both texts and attempts to explain their relevance to the theme (“*Julia habla a audiencia en poema.*”; “*‘A nuestro sexo’ habla a todos general.*”). The essay describes the presence of the theme in both texts (“*Los dos hablan de que tienes voz. En los dos poemas es un voz de mujer que habla sobre son fuertes y pueden hablar con su voz nadie más controlen a ellas o decir que hacer.*”). The essay includes a statement of purpose (“*En los dos poemas ‘A Julia de Burgos’ y ‘A nuestro sexo’ tiene un tema en común. Los dos hablan de que tienes voz.*”); it also includes evidence of organization and a logical progression of ideas (“*En el otro mano*”), and a conclusion (“*La final de lienado los dos poemas tratan de mismo cituation la opression de voz de los mujeres.*”). The response elaborates on main points and supports observations with examples to highlight a feminist perspective; however, the examples are not always clear or relevant (“*Por ejemplo, dice ‘tu’ en versos 8, 12, 16. Esta directo y dice directamente sobre los injusticias.*”; “*Pregunta usando method de retorical pregunta.*”). Although there is an error of interpretation, it does not detract from the overall quality of the essay (“*Julia habla a audiencia en poema.*”). Had the essay analyzed the literary devices in relation to the theme, compared the theme in both texts, included a clear statement of purpose, a coherent development of ideas, an effective conclusion, and supported the comparative analysis of the theme with relevant examples, it would have earned a higher score.

Language Score: 3

Language usage in this essay is appropriate to the task and sometimes accurate (“*dice directamente sobre las injusticias*”; “*tiene efecto que por mucho tiempo mujeres sufrio la injusticias*”); although the use of language is somewhat limited, it supports the reader’s understanding of the response (“*method de retorical pregunta*”; “*Tambien, tiene tono muy serio.*”). Vocabulary is appropriate to the texts being discussed, but limits the essay’s ability to present some relevant ideas (“*nadie mas controlen a ellos*”; “*La final de lienado*”). Control of grammatical and syntactic structures is adequate (“*habla a todos en general*”; “*van a hacer una diferencia en el mundo*”), although there are errors (“*ahora es tiempo no van a esperar*”); errors in the use of verb tenses and mood are frequent but do not detract from overall understanding (“*pueden hablar con su voz nadie mas controlen a ellas o decir que hacer*”; “*mujeres sufrio la injusticias pero ahora es tiempo no van a esperar más*”); word order and formation are sometimes accurate (“*no van a esperar más*”; “*los dos poemas tratan de mismo cituation la opression de voz de los mujeres*”) with some mistakes (“*method*”; “*retorical pregunta*”; “*La final de lienado*”). Writing conventions are sometimes accurate (“*nadie más*”; “*voz de las mujeres*”), with numerous errors in spelling (“*controlen*”; “*serioso*”; “*vos*”; “*citucion*”; “*opression*”) and missing accent marks (“*tu*”; “*Esta*”; “*citucion*”; “*sufrio*”) that do not detract from overall understanding. Paragraphing shows grouping of ideas (“*En los dos poemas*”; “*En el otro mano*”; “*La final*”).

Question 4 (continued)**Sample: 4C****Content Score: 1**

The essay is inaccurate and insufficient; there is no attempt to analyze the literary devices or compare the theme in the texts. The response incorrectly identifies one rhetorical device in the first poem (“*A Julia de burgos tiene anafora ‘el cura, la modista, el teatro, el casino, el auto, las alhajas, el banquete, el champán, el cielo y el infierno, y el que diran social.’*”) and correctly identifies one rhetorical device in the second poem (“*A nuestro Sexo tiene un simi ‘Dotada la mujer por el eterno de nobles sentimientos como el hombre ambiciona tambien legar su nombre ilustre y grande a la futura edad.’*”), but it does not explain their relevance to the theme of construction of gender. The essay does not state a purpose or include a thesis statement; although it shows evidence of organization, it does not offer a progression of ideas because it consists almost entirely of two citations from the poems. Had the response demonstrated a greater understanding of the theme and attempted to compare both texts and analyze the literary devices in the form of an essay, it would have received a higher score.

Language Score: 1

Language usage in this essay is inaccurate (“*anafora*”). Vocabulary is insufficient, as the essay consists of two sentences, each of which contains one long quote from each of the poems introduced by a brief clause. Control of grammatical and syntactic structures is insufficient because most of the response consists merely of one quote from each of the poems. Writing conventions are inaccurate, including spelling (“*simi*”) and accents (“*anafora*”; “*diran*”; “*tambien*”). There is little evidence of paragraphing.