
AP[®] Spanish Literature and Culture

Sample Student Responses and Scoring Commentary

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Free-Response Question 3

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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.

Literary devices can include rhetorical, stylistic, or structural features of a text.

| Scoring Criteria: Content | | | | |
|---|--|--|---|--|
| 1 | 2 | 3 | 4 | 5 |
| <p>The essay may attempt to address the text but does not address the specified topic or the given cultural context.</p> <ul style="list-style-type: none"> The essay may attempt to address the text, but there is no discussion of the specified period, movement, literary genre, or technique; or the given cultural context. The essay lacks relevant examples and may consist of generalizations that are irrelevant to the task. | <p>The essay identifies a characteristic of the specified topic or cultural context; summary or paraphrasing predominate.</p> <ul style="list-style-type: none"> The essay identifies at minimum one characteristic of the specified period, movement, literary genre, or technique; or the given cultural context. The essay may identify one or more literary devices, but they are not accurate or relevant. The essay lacks organization. The essay may consist almost entirely of summary and/or paraphrasing. Transitional elements or cohesive devices, if present, are ineffective. | <p>The essay discusses the specified topic or the given cultural context; examples are descriptive and not always clear or relevant.</p> <ul style="list-style-type: none"> The essay discusses the specified period, movement, literary genre, or technique; or the given cultural context. However, the response consists largely of description. The essay may identify literary devices in the text without relating them to the specified period, movement, literary genre, or technique. The essay is not well-organized or focused. The essay discusses main points and supports observations with examples; however, erroneous or repetitive statements may weaken the overall quality of the essay and the examples may not always be clear and relevant. There is limited use of transitional elements or cohesive devices. | <p>The essay discusses the specified topic as well as the given cultural context; evidence is appropriate but uneven.</p> <ul style="list-style-type: none"> The essay discusses the specified period, movement, literary genre, or technique; and the given cultural context. However, the discussion of one of them may be weak. The essay discusses at minimum one literary device in the text related to the specified period, movement, literary genre, or technique. The essay is organized with a coherent structure and a logical grouping and progression of ideas. The explanation is supported with appropriate examples from the text. There is some effective use of transitional elements or cohesive devices. | <p>The essay explains how the text represents the specified topic as well as the given cultural context using relevant evidence.</p> <ul style="list-style-type: none"> The essay explains how the text represents the specified period, movement, literary genre, or technique; and the given cultural context. The essay discusses literary devices (or multiple examples of a singular literary device) in the text related to the specified period, movement, literary genre, or technique. The essay is organized with a statement of purpose/ thesis, a coherent structure, and a logical grouping and progression of ideas. The explanation is supported with specific, well-chosen examples from the text. The use of transitional elements or cohesive devices is effective. |
| <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.</p> <p>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.</p> <p>NR (No Response)—Page is blank.</p> <p>An essay that receives a NR in content must also receive a NR in language.</p> | | | | |

| 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 tasks; 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 comprehensibility. Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are inaccurate; errors are nearly constant and impede comprehensibility. | <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 tasks and impede comprehensibility. Control of grammatical and syntactic structures is weak; errors in verb forms, word order, or word formation are numerous and frequently impede comprehensibility. Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally inaccurate; errors are numerous and frequently impede comprehensibility. | <p>Language usage is appropriate to the task and sometimes accurate; the student's use of language, although limited, generally supports the reader's understanding of the response, with errors that may, at times, impede comprehensibility.</p> <ul style="list-style-type: none"> Vocabulary is appropriate to the tasks but may limit the student's ability to present some relevant ideas. Some control of grammatical and syntactic structures is present and supports basic understanding; errors in the use of verb tenses and moods may, at times, detract from understanding; word order and formation are sometimes accurate. Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are sometimes accurate; numerous errors do not detract from overall understanding. | <p>Language usage is appropriate to the task and generally accurate; the student's use of language is clear despite some errors that do not affect the reader's understanding of the overall response.</p> <ul style="list-style-type: none"> Vocabulary is appropriate to the tasks. General control of grammatical and syntactic structures supports understanding; errors in the use of verb tenses and moods do not detract from overall comprehensibility; word order and formation are generally accurate. Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate with some errors that do not detract from overall comprehensibility. | <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 tasks. 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. Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are mostly accurate. |
| <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.</p> | | | | |
| <p>NR (No Response)—Page is blank. An essay that receives a NR in content must also receive a NR in language.</p> | | | | |

Question 3 requires that the response accomplishes several tasks: analyze how the text *San Manuel Bueno, mártir* by Miguel de Unamuno, which is part of the required course reading list, represents **the characteristics of *la novela***; analyze how the text represents **the sociocultural context in Spain at the beginning of the 20th century**; and include a discussion of **the literary devices of *la novela*** 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>la novela</i> : | Sociocultural context in Spain at the beginning of the 20 th century: | Literary devices: |
| <ul style="list-style-type: none"> The text presents a story that is organized around the development of a plot (<i>desarrollo</i>). It includes narration, description, and dialogue. First person narrator (Ángela Carballino) that presents her own experiences as well as experiences and ideas of the different inhabitants of the village. Main character (protagonist) and secondary characters. The centrality of the protagonist in the development of the plot is clearly exemplified by the title of the novel. Don Manuel's internal conflict moves the story forward. There is a secondary narrator who identifies himself as the author. By including himself in his work, Unamuno creates a metafiction, which is a technique associated with the modern novel. This author's "discovery" and presentation of Ángela's manuscript shows the influence of <i>Don Quijote</i>. Ángela's narration is a confession, which gives the novel a testimonial dimension. Unamuno presents the character of Ángela Carballino as the true author of the story. The characters are developed through their actions as well as through their thoughts and beliefs. There are temporal and spatial references. | <ul style="list-style-type: none"> Political, economic, and social decadence in the aftermath of the War of 1898 in which Spain loses its last colonies. The questioning of Spain's identity in this new world order results in a national crisis regarding spiritual and moral values. That spiritual crisis is reflected in the protagonist of the novel, who suffers because he has lost his faith. The <i>Generación del 98</i>, the group of writers to which Unamuno belongs, focuses on the need for Spain's spiritual regeneration rather than on implementation of economic or social measures. The novel illustrates the conflict between European ideas of progress at the beginning of the 20th century, based on rational thought, and a Spanish identity based on traditional and religious ideas. Lázaro, Ángela's brother, laments the lack of schools not affiliated to religious orders. The fictional setting of the novel in Valverde de Lucerna highlights the importance of rural life in Spain in the first half of the 20th century, despite the growing internal migration to big cities such as Madrid and Barcelona. The migration to America at the turn of the 20th century from these rural communities in Spain is due to the lack of economic opportunities. People in villages create a strong sense of community, with the Catholic Church and the | <ul style="list-style-type: none"> First-person narrator Interior monologue / Narrator's comments (<i>"Bien comprendí yo ya desde entonces que Don Manuel huía de pensar ocioso y a solas, que algún pensamiento le perseguía."</i>) Narration Dialogue Tone Atmosphere Setting Use of description and images Symbolism (<i>la montaña; el lago</i>) Irony Paradox (<i>"Su vida era activa y no contemplativa, huyendo cuanto podía de no tener nada que hacer"</i>) Multiple points of view <i>Leitmotiv</i> Vocabulary associated with the countryside and agriculture Intertextuality Metafiction Metaphor Enumeration |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Development of a central theme throughout the novel. | <p>figure of the priest at its center. In the novel, Don Manuel is not only the spiritual leader, but he also participates in all the activities associated with daily life in these rural communities: <i>“Trabajaba también manualmente, ayudando con sus brazos a ciertas labores del pueblo.”</i></p> <ul style="list-style-type: none"> • The novel creates a contrast between the official Catholic doctrine of the time and Don Manuel’s activities away from the pulpit and the walls of his church (<i>“Su vida era activa y no contemplativa”</i>). His refusal to speak against anybody who thinks differently demonstrates his spirit of tolerance (<i>“Jamás en sus sermones se ponía a declamar contra impíos, masones, liberales o herejes.”</i>). | |
|--|--|--|

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

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Question 4

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

En "San Manuel Bueno, mártir" ~~esta~~ compuesta por Miguel de Unamuno se identifican las características de la novela a través de el narrador omnisciente y el dialogo para expresar el contexto sociocultural de España a principios del siglo XX haciendo uso de recursos ~~literarios~~ literarios tales como preguntas retóricas, ambiente, y la enumeración.

Durante la época del siglo XX en España los sacerdotes de las aldeas debían dar el ejemplo de buen ciudadano al mismo tiempo que ayudaban a todos aquellos de la aldea los cuales tenían necesidad. En el principio de / fragmento se encuentra una pregunta retórica que abre a conversaciones los principios notables de San Manuel Bueno; "¿Para qué, si no los había en la aldea?". El/la cual nos indica a los lectores que el como sacerdote y como cumplimiento de los estándares ~~de~~ socioculturales debía pensar bien de todas las personas, este fragmento nos comienza a dar a entender cuales son los deberes de San Manuel Bueno, la cual es narrada con narrador omnisciente.

A través del ambiente de la novela, ~~que~~ le es más fácil al lector comprender el contexto sociocultural ya que relata los muchos actos bondadosos que San Manuel Bueno hacía en la aldea como sacerdote, "día del más crudo invierno se encontró con un niño, muerquito de frío, a quien su padre le enviaba..." El contexto en el cual San Manuel Bueno hacía sus buenas obras es importante para dar a entender el alcance e impacto que los sacerdotes tenían en esta época y que San Manuel Bueno estaba supuesto a cumplir con ellas. Más adelante de este fragmento se conjuga el dialogo que San Manuel Bueno tiene con el niño

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

el cual sufría; "-Mira - le dijo al niño -, vuelvete a casa, a calentarte ... yo voy a hacer el encargo." El ambiente junto al dialogo juega un rol sumamente importante ya que se observa al sacerdote cumpliendo con sus deberes socioculturales para cumplir con las expectativas de las cuales se harían en esta época, y al mismo tiempo demostrando una característica de la novela.

Por ultimo se identifica la ~~enumeración~~ enumeración de los detalles que hacen San Manuel Bueno hacia los niños, una vez mas remarcando como ejemplar de la celda: "hizo del resto leña para calentar a los pobres." "Solía hacer tambien las pelotas para que jugaran los mozos y no pocas pequeñas para los niños." Al dar varios detalles de las acciones del sacerdote enfatiza el requerimiento de parte de los sacerdotes en el siglo XX en España de siempre ayudar a los que más lo necesitan.

En conclusion en la novela de "San Manuel Bueno, mártir" se presentan características de las novelas como el dialogo y el narrador omniisciente los cuales son importantes para dar a conocer el contexto sociocultural de España hacia los sacerdotes en el siglo XX a través del ambiente, preguntas retóricas y la enumeración.

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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 el texto San Manuel Bueno, mártir nos habla de un hombre, que no solía estar estancado que hacía de todo un poco, daba sermones su vida era muy activa y lo exclama en múltiples ocasiones al rededor de la novela es un relato que evidencia de una manera muy completa el contexto sociocultural y a la vez socioeconómico de España al principio del siglo XX.

Por otro lado el autor utiliza distintos recursos literarios para hacer entretenida dinámica y comprensible esta magnífica novela por ejemplo utiliza la enumeración en este pequeño fragmento "Jamás en sus sermones se ponía a declarar contra impíos, masones, liberales o herejes." es utilizada para dejarle saber al lector que no declaraba en contra de ellos ya que quizá eran personas muy importantes ~~y más~~ además más adelante en el texto nos damos cuenta que de esos visigodos había en el pueblo, también podemos evidenciar que utiliza metáforas como ~~metas~~ "mala lengua" que se refiere a los chismes y malos comentarios que muchas veces se pueden generar en las comunidades en este caso la aldea.

Otro detalle importante es el narrador omnisciente que se evidencia a lo largo de este fragmento ya que

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

relata la vida de San Buen Martir el es el que nos hace inferir que San Manuel era bueno ya que ayudaba a los pobres " hizo del resto tierra para calentar a los pobres .

En conclusion, San Manuel Bueno, martir nos muestra la lucha de ^{las} clases sociales que son caracteristicas de españa en el siglo XX con una variedad de recursos ^{literarios} que nos atraen ~~y ^{dan} a~~ a nosotros los lectores y da vida a esta maravillosa novela .

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

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Question 1

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

El Cuento "San Manuel Bueno, Mártir" por el autor Miguel de Unamuno habla sobre como era su vida era muy activa pero no contemplativa, y cuenta algunas de los labores que hacia en el pueblo. En este escrito vamos a escribir sobre los recursos literarios que se observan en este cuento. Para Empezar, en la linea numero 6 se ve una personificación "y del peor de todos, que es el pensar ocioso", porque esta hablando sobre de como cual es la peor cosa en la que puedes pensar que no sea lo ocioso. En Segunda, en la linea 9 se ve una hipérbole, "Don Manuel huía de pensar ocioso y a solas, que algún pensamiento le perseguía." ~~Aquí se ve~~ Aquí se ve como Don Manuel exagera de que algún pensamiento de pensar en ocioso lo perseguía pero no era así. En conclusión, en el cuento San Manuel Bueno, Mártir se ven algunos recursos literarios como los que use para describir anteriormente por ejemplo la hipérbole y la personificación.

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Question 3

Analysis of Single Text

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

Overview

The question overviews can be found in the “Chief Reader Report on Student Responses” on [AP Central](#).

Sample: 3A

Content Score: 5

The essay explains how *San Manuel Bueno, mártir* represents both the specified topic and the given cultural context. The essay also explains how the text represents the characteristics of the novel through the use of an omniscient narrator and dialogue (“*En ‘San Manuel Bueno, mártir’ compuesta por Miguel de Unamuno se identifican las características de la novela a través de el narrador omnisciente y el dialogo*”). The essay continues by explaining a specific aspect of the sociocultural context in early 20th-century Spain (“*El contexto en el cual San Manuel Bueno hacía sus buenas obras es importante para dar a entender el alcance e impacto que los sacerdotes tenían en esta época y que San Manuel Bueno estaba supuesto a cumplir con ellas*”) to illustrate how the main character lived his life by helping others without expecting anything in return. The response connects this aspect of the sociocultural context to the creation of a particular atmosphere as a characteristic of the novel that helps the reader understand the importance of San Manuel’s actions (“*A través del ambiente de la novela, le es más fácil al lector comprender el contexto sociocultural ya que relata los muchos actos bondadosos que San Manuel Bueno hacía en la aldea como sacerdote*”; “*El ambiente junto al dialogo juega un rol sumamente importante ya que se observa al sacerdote cumpliendo con sus deberes socioculturales para cumplir con las expectativas, las cuales se traían en esta época, y al mismo tiempo demostrando una característica de la novela*”). In conjunction with the use of dialogue (“*Más adelante de este fragmento se conjuga el dialogo que San Manuel Bueno tiene con el niño el cual sufría: ‘—Mira—le dijo al niño—, vuélvete a casa, a calentarte ... yo voy a hacer el encargo’*”), the response discusses literary devices in the text in relation to the genre of the novel, such as rhetorical questions (“*¿Para qué, si no los había en la aldea?*”), and enumeration (“*Por último se identifica la enumeración de los detalles que hacía San Manuel Bueno hacía los niños, una vez más remarcando como ejemplar de la aldea: ‘hizo del resto leña para calentar a los pobres’*”) in order to explain San Manuel’s moral code and the sacrifices he makes for the community as he attends the needs of the most vulnerable. The response is organized with a statement of purpose/thesis, which provides focus, direction, and a clear understanding of the essay (“*En ‘San Manuel Bueno, mártir’ compuesta por Miguel de Unamuno se identifican las características de la novela a través de el narrador omnisciente y el dialogo para expresar el contexto sociocultural de España a principios del siglo XX haciendo uso de recursos literarios tales como preguntas retóricas, ambiente, y la enumeración*”). The logical grouping and progression of ideas enhances clarity and comprehension (“*En el principio del fragmento se encuentra una pregunta retórica*”). The explanation is supported with specific, well-chosen examples from the text (“*Al dar varios detalles de las acciones del sacerdote enfatiza el requerimiento de parte de los sacerdotes en el siglo XX en España de siempre ayudar a los que más lo necesitan*”). The use of transitional elements or cohesive devices (“*Durante*”; “*En el principio*”; “*A través*”; “*Más adelante*”; “*Por último*”; “*En conclusión*”) is effective.

Question 3 (continued)

Language Score: 5

Language usage is appropriate to the task, mostly accurate, and varied; the response’s use of language is clear and supports the reader’s understanding of the response. Vocabulary is varied and appropriate to the tasks (“*ciudadano*”; “*conversaciones*”; “*actos bondadosos*”; “*expectativas*”). Control of grammatical structures is very good (“*le es más fácil al lector comprender*”; “*El ambiente junto al dialogo juega un rol sumamente importante ya que se observa al sacerdote cumpliendo con sus deberes socioculturales para cumplir con las expectativas*”) despite a few errors in the use of relative pronouns (“*a todos aquellos de la aldea los cuales tenían necesidad*”; “*una pregunta retorica . . . El cual nos indica*”; “*este fragmento . . . la cual es narrada con narrador omnisciente*”) and an error in the use of the passive voice (“*las cuales se traían*”). Use of verb tenses and moods (“*es más fácil al lector comprender el contexto sociocultural ya que relata*”) as well as word order and formation are mostly accurate (“*los muchos actos bondadosos que San Manuel Bueno hacía en la aldea*”) with occasional errors in word formation (“*se conjuga el dialogo*”; “*los detalles que hacía San Manuel Bueno . . . como ejemplar de la obra*”). Writing conventions such as spelling (“*necesidad*”; “*omnisciente*”), accent marks (“*retóricas*”; “*tenían*”), and punctuation (“*San Manuel Bueno tiene con el niño el cual sufría*”) are mostly accurate with one spelling error (“*habre*”), and some missing accent marks (“*a traves*”; “*dialogo*”; “*que el como sacerdote*”; “*fácil*”; “*epoca*”; “*ultimo*”; “*En conclusion*”).

Sample: 3B

Content Score: 3

The essay discusses the characteristics of the novel (“*Otro detalle importante es el narrador omnisciente que se evidencia a lo largo de este fragmento ya que relata la vida de San Bueno Martir*”), and it also minimally discusses the sociocultural context of early 20th-century Spain (“*nos muestra la lucha de las clases sociales que son características de España en el siglo XX*”). The response consists largely of description (“*nos habla de un hombre, que no solía estar estancado que hacía de todo un poco, daba sermones su vida era muy activa*”). The essay identifies literary devices in the text and attempts to relate them to genre of the novel and also to the sociocultural context of early 20th-century Spain (“*utiliza distintos recursos literarios para hacer entretenida dinámica y comprensible esta magnífica novela*”; “*utiliza la enumeración en este pequeño fragmento ‘Jamás en sus sermones se ponía a declarar contra impíos, masones, liberales o herejes’ . . . para dejarle saber al lector que no declaraba en contra de ellos*”; “*utiliza metáforas como ‘mala lengua’ que se refiere a los chismes y malos comentarios que muchas veces se pueden generar en las comunidades*”). Although the essay is organized in paragraphs, it lacks focus. The essay discusses main points; however, the examples are not clear (“*su vida era muy activa y lo exclama en múltiples ocasiones al rededor de la novela*”; “*más adelante en el texto nos damos cuenta que de esos niquiera había en el pueblo*”; “*el narrador omnisciente . . . nos hace inferir que San Manuel era bueno ya que ayudaba a los pobres*”), which affects the overall quality of the essay. The essay would have earned a higher score had it explained the characteristics of the novel and the sociocultural context of early 20th-century Spain and supported the explanation with appropriate examples.

Question 3 (continued)

Language Score: 4

Language usage is appropriate to the task and generally accurate; the response's use of language is clear despite some errors that do not affect the reader's understanding of the overall response. Vocabulary is appropriate to the tasks ("*que evidencia*"; "*entretenida*"; "*comprensible*"). General control of grammatical and syntactic structures supports understanding ("*Otro detalle importante es el narrador*"; "*es el que nos hace inferir que San Manuel era bueno*"; "*nos muestra la lucha de las clases sociales*"). Errors in writing conventions such as misspelled words ("*ocaciones*"; "*al rededor*"; "*sermone*"; "*nisiquiera*"; "*omnisiente*"), missing accent marks ("*dinamica*"; "*enumeracion*"; "*Jamas*"; "*quiza*"; "*ademas*"; "*habia*"; "*tambien*"; "*metaforas*"), and lack of punctuation ("*que no solia estar estancado que hacia de todo un poco, daba sermones su vida era muy activa*"; "*para hacer entretenida dinamica y comprensible esta magnifica novela por ejemplo utiliza la enumeracion*") do not detract from overall comprehensibility.

Sample: 3C

Content Score: 2

The essay identifies a characteristic of the genre of the novel ("*habla sobre como era su vida*"; "*y cuenta algunos de los labores*") but fails to identify characteristics of the sociocultural context of early 20th-century Spain. The essay identifies two literary devices ("*personificación*"; "*hiperbole*"), but the examples provided in the quotations do not correspond to the literary devices ("*en la linea numero 6 seve una personificación 'y del peor de todos, que es el pensar ocioso*"; "*en la linea 9 seve una hiperbole, 'Don Manuel huía de pensar ocioso y a solas, que algún pensamiento le perseguía.*"). Although there are transitional phrases ("*Para Empezar,*"; "*En Segunda,*"; "*En conclusion,*"), the essay lacks organization. The essay consists of one paragraph that includes observations and examples that are not clear (e.g. "*Aqui se ve como Don Manuel exagera de que algun pensamiento de pensar en ocioso lo perseguía pero no era haci.*"). The essay would have received a higher score had it explained literary elements of the novel, such as the development of a plot through the first-person narrator Ángela Carballino, and had it identified characteristics of the sociocultural context of early 20th-century Spain with relevant examples from the text.

Language Score: 3

Language usage is appropriate to the task and generally accurate; the response's use of language, although limited, generally supports the reader's understanding of the response. Vocabulary is appropriate to the task ("*cuento*"; "*se observan*"; "*personificación*"; "*hiperbole*"), but limits the response's ability to present some relevant ideas ("*cuenta algunos de los labores*"; "*algun pensamiento de pensar*"). Control of grammatical and syntactic structures supports understanding ("*En este escrito vamos a escribir sobre los recursos literarios que se observan en este cuento.*"), however, repetitive phrases predominate; errors in the use of gender ("*algunos de los labores*"), prepositions, and adverbs detract, at times, from understanding ("*esta hablando sobre de como cuál es*"; "*sobre de como cuál*"; "*de que algun pensamiento de pensar en ocioso*"). Writing conventions are generally accurate; errors in spelling ("*haci*"), and missing accent marks ("*Martir*"; "*sobre como era*"; "*numero*"; "*esta hablando*"; "*hiperbole*"; "*Aqui*"; "*algun*"; "*como lo que use*"), do not detract from overall understanding.