

**Directions:** Write a coherent and well-organized essay IN SPANISH on the topic that appears below.

**Instrucciones:** Escribe un ensayo coherente y bien organizado EN ESPAÑOL sobre el siguiente tema.

## Question 4

### Text Comparison

Analiza el efecto de los recursos literarios que los autores emplean en los dos fragmentos narrativos para desarrollar el tema de la dualidad del ser. En tu ensayo, compara la presentación de este tema en los dos fragmentos narrativos. Debes incluir ejemplos de los textos que apoyen tus ideas.

## Fragmento 1

—Dadme albricias, buenos señores, de que ya yo no soy don Quijote de la Mancha, sino Alonso Quijano, a quien mis costumbres me dieron renombre de «bueno». Ya soy enemigo de Amadís de Gaula y de toda la infinita caterva de su linaje; ya me son odiosas todas las historias profanas de la andante caballería; ya conozco mi necesidad y el peligro en que me pusieron haberlas leído; ya, por misericordia de Dios escarmentando en cabeza propia, las abomino.

Cuando esto le oyeron decir los tres, creyeron sin duda que alguna nueva locura le había tomado, y Sansón le dijo:

—¿Ahora, señor don Quijote, que tenemos nueva que está desencantada la señora Dulcinea, sale vuestra merced con eso? ¿Y ahora que estamos tan a pique de ser pastores, para pasar cantando la vida, como unos príncipes, quiere vuestra merced hacerse ermitaño? Calle, por su vida, vuelva en sí y déjese de cuentos.

—Los de hasta aquí —replicó don Quijote—, que han sido verdaderos en mi daño, los ha de volver mi muerte, con ayuda del cielo, en mi provecho. [...]

—¡Ay! —respondió Sancho llorando—. [...] Si es que se muere de pesar de verse vencido, écheme a mí la culpa, diciendo que por haber yo cinchado mal a Rocinante le derribaron; cuanto más que vuestra merced habrá visto en sus libros de caballerías ser cosa ordinaria derribarse unos caballeros a otros y el que es vencido hoy ser vencedor mañana. [...]

15 mañana. [...] —Señores —dijo don Quijote— [...] Yo fui loco y ya soy cuerdo; fui don Quijote de la Mancha y soy ahora,

mo he dicho, Alonso Quijano el Bueno. [...]

En fin, llegó el último de don Quijote [...] Viendo lo cual el cura, pidió al escribano le diese por testimonio como Alonso Quijano el Bueno, llamado 20 comúnmente «don Quijote de la Mancha», había pasado de esta presente vida y muerto naturalmente; y que el tal testimonio pedía para quitar la ocasión de que algún otro autor que Cide Hamete Benengeli le resucitase falsamente y hiciese inacabables historias de sus hazañas.

Miguel de Cervantes  
*Don Quijote de la Mancha*  
Segunda parte  
Madrid: Real Academia Española, 2005.  
(Originalmente se publicó en 1615).

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## **Question 4**

### **Text Comparison**

#### **Essay: Texts and Theme**

**Text 1:** *Don Quijote de la Mancha*, Miguel de Cervantes

**Text 2:** *Niebla*, Miguel de Unamuno

**Theme in the text:** *La dualidad del ser*

**5 The essay clearly analyzes the literary devices and compares the theme in both texts.**

- Effectively analyzes rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
- Analyzes the development of the theme in both texts to support comparative analysis.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a cohesive and logical progression of ideas in a well-developed essay.
- Supports analysis by integrating specific, well-chosen textual examples throughout the essay.

**4 The essay analyzes the literary devices and compares the theme in both texts; description and narration are present but do not outweigh analysis.**

- Discusses rhetorical, stylistic, or structural features in both texts in relation to the development of the theme.
- Explains and compares the presence of the theme in both texts.
- Includes an explicit statement of purpose (thesis), a coherent structure, and a logical progression of ideas.
- Supports analysis with appropriate textual examples.

**3 The essay attempts to analyze the literary devices and compare the theme in both texts; however, description and narration outweigh analysis.**

- Describes some rhetorical, stylistic, or structural features in both texts and attempts to explain their relevance to the theme.
- Describes the presence of the theme in both texts.
- Includes a statement of purpose, evidence of organization (a stated topic, an introduction, a conclusion), and a logical progression of ideas.
- Elaborates on main points and supports observations with examples; however, the examples may not always be clear and relevant.
- Contains some errors of interpretation, but errors do not detract from the overall quality of the essay.

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## **Question 4 (continued)**

*Note:*

- A. If the essay has a significantly unbalanced focus on one of the texts, the analysis must be good to merit a 3.
- B. If the essay does not include literary devices, the comparison of the theme in both texts must be good to merit a 3.
- C. If the essay suggests a lack of understanding of the theme, the analysis of literary devices in both texts must be good to merit a 3.

**2     The essay shows little ability to analyze the literary devices or compare both texts; summary and paraphrasing predominate.**

- May identify some rhetorical, stylistic, or structural features in one or both texts, but may not explain their relevance to the theme.
- Describes the presence of the theme in one text, but the description of the theme in the other text is weak.
- May not clearly state a purpose or be organized around a central idea or argument; progression of ideas may not be logical.
- Presents main points and some details, describes basic elements of texts, but may do so without examples or supporting an argument.
- Contains some errors of interpretation that occasionally detract from the overall quality of the essay.

*Note:* An essay that treats only one text cannot earn a score higher than 2.

**1     The essay is inaccurate and insufficient; there is no attempt to analyze the literary devices or compare both texts; irrelevant comments predominate.**

- May identify some rhetorical, stylistic, or structural features in one or both texts, but does not explain their relevance to the theme.
- Demonstrates lack of understanding of the theme.
- Does not state a purpose, show evidence of organization, or offer a progression of ideas.
- May consist entirely of plot summary without examples relevant to the theme.
- Contains frequent errors of interpretation that significantly detract from the overall quality of the essay.

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

*Note:* An essay that merely restates part or all of the prompt receives a score of 0. An essay that receives a 0 in content must also receive a 0 in language.

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*Note:* An essay that receives a (—) in content must also receive a (—) in language.

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**Question 4 (continued)**

**Language Usage**

- 5 Language usage is appropriate to the task, generally accurate, and varied; the reader's understanding of the response is clear and supported by the student's use of language.**
- Vocabulary is varied and appropriate to the text(s) being discussed; presents main ideas and supporting details, and communicates some nuances of meaning.
  - Control of grammatical and syntactic structures is very good; use of verb tenses and moods is generally accurate; word order and formation are accurate; use of cohesive devices and transitional elements or both is appropriate to guide understanding.
  - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; paragraphing shows grouping and progression of ideas.
- 4 Language usage is appropriate to the task and generally accurate; the reader's understanding of the response is clear and not affected by errors in the student's use of language.**
- Vocabulary is appropriate to the text(s) being discussed; presents main ideas and some supporting details.
  - Control of grammatical and syntactic structures is good; occasional errors in the use of verb tenses and moods do not detract from understanding; word order and formation are mostly accurate.
  - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are generally accurate; occasional errors do not detract from understanding; paragraphing shows grouping and progression of ideas.
- 3 Language usage is appropriate to the task and sometimes accurate; the reader understands the response though the student's use of language is somewhat limited.**
- Vocabulary is appropriate to the text(s) being discussed, but may be limited in presenting some relevant ideas.
  - Control of grammatical and syntactic structures is adequate; errors in the use of verb tenses and moods may be frequent but do not detract from overall understanding; word order and formation are generally accurate.
  - Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are sometimes accurate; numerous errors do not detract from overall understanding; paragraphing shows grouping of ideas.