

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 3

Analysis of Single Text

Suggested Time — 35 minutes

Analiza cómo “No oyes ladrar los perros” representa las características del Boom y el contexto sociocultural del México rural en el siglo XX. En tu ensayo debes comentar los recursos literarios del Boom. Debes incluir ejemplos del texto que apoyen tus ideas.

—Tú que vas allá arriba, Ignacio, dime si no oyes alguna señal de algo o si ves alguna luz en alguna parte.

—No se ve nada.

—Ya debemos estar cerca.

Línea —Sí, pero no se oye nada.

5 —Mira bien.

—No se ve nada.

—Pobre de ti, Ignacio.

La sombra larga y negra de los hombres siguió moviéndose de arriba abajo, trepándose a las piedras, disminuyendo y creciendo según avanzaba por la orilla del arroyo. Era una sola sombra, tambaleante.

10 La luna venía saliendo de la tierra, como una llamarada redonda.

—Ya debemos estar llegando a ese pueblo, Ignacio. Tú que llevas las orejas de fuera, fíjate a ver si no oyes ladrar los perros. Acuérdate que nos dijeron que Tonaya estaba detrasito del monte. Y desde qué horas que hemos dejado el monte. Acuérdate, Ignacio.

—Sí, pero no veo rastro de nada.

15 —Me estoy cansando.

—Bájame.

El viejo se fue reculando hasta encontrarse con el paredón y se recargó allí, sin soltar la carga de sus hombros. Aunque se le doblaban las piernas, no quería sentarse, porque después no hubiera podido levantar el cuerpo de su hijo, al que allá atrás, horas antes, le habían ayudado a echárselo a la espalda. Y así lo había traído desde entonces.

Juan Rulfo

“No oyes ladrar los perros”

El llano en llamas

Barcelona: Editorial Planeta, S. A., 1990.

(Originalmente se publicó en 1953).

Begin your response to this question at the top of a new page in the separate Free Response booklet and fill in the appropriate circle at the top of each page to indicate the question number.

GO ON TO THE NEXT PAGE.

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

Suggested Time — 35 minutes

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

Fragmento 1

Unfortunately, we do not have permission
to reproduce “Dos palabras”
by Isabel Allende on this website.

The story is published in Allende's
Cuentos de Eva Luna.

Pages 14-15, Barcelona: Plaza y Janés
Editores, 1989.

GO ON TO THE NEXT PAGE.

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"> • Demonstrates lack of understanding of characteristics of the text that represent the specified period, movement, literary genre, or technique. • Demonstrates lack of understanding of the text, or cultural products, practices, or perspectives of the given cultural context found in the text. • May not identify rhetorical, stylistic, or structural features in the text. 	<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"> • Identifies characteristics of the text that represent the specified period, movement, literary genre, or technique, but they may not be clear or relevant. • Identifies cultural products, practices, or perspectives of the given cultural context found in the text, but they may not be clear or relevant. • Identifies rhetorical, stylistic, or structural features in the text, but they may not be relevant. 	<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"> • Describes characteristics of the text that represent the specified period, movement, literary genre, or technique. • Describes cultural products, practices, or perspectives of the given cultural context found in the text. • Describes some rhetorical, stylistic, or structural features in the text. 	<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"> • Explains how characteristics of the text represent the specified period, movement, literary genre, or technique. • Explains how cultural products, practices, or perspectives found in the text relate to the given cultural context. • Discusses rhetorical, stylistic, or structural features in the text. 	<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"> • Analyzes how characteristics of the text represent the specified period, movement, literary genre, or technique. • Analyzes how cultural products, practices, or perspectives found in the text relate to the given cultural context. • Effectively discusses a variety of rhetorical, stylistic, or structural features in the text.

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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| <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Writing conventions (e.g., spelling, accent marks, punctuation, paragraphing) are mostly accurate; paragraphing shows grouping and progression of ideas. |
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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, which is part of the required course reading list, represents **the characteristics of El Boom**; analyze how the text represents the (socio) cultural context of **rural Mexico in the 20th century**; and include a discussion of **the literary devices of El Boom** 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, and many examples may support the analysis of the use of literary devices, characteristics of El Boom, and/or the sociocultural context.		
Characteristics of El Boom:	Sociocultural context, rural Mexico in the 20 th century:	Literary devices
<ul style="list-style-type: none"> The short story prioritizes and brings attention to a distinct Latin American reality, an alternative vision highlighting less commonly portrayed realities The representation of the place, environment, and people that reflect 20th-century socioeconomic divisions, injustice, and marginalization In “No oyes ladrar los perros”, description is left to a minimum, but precise, descriptive details and dialogue evoke a poignant reality, including a sense of: <ul style="list-style-type: none"> Place: References to natural setting, strong presence of rural setting Environment: The solitary, isolated, dry, “sparse” physical surroundings, full of obstacles and the close, intimate, relationship or connection of the characters to the place and land People: A focus on interpersonal relationships, family relations Depicts a social or moral dilemma of the lower classes—drama of trying to save son, who is a criminal 	<ul style="list-style-type: none"> Value of family (respect/support for family/sense of morality) Early 20th-century unrest, including the effects of the Mexican Revolution and the Cristero War Portrayal of socioeconomic realities (the rural town, lack of access to medical support and transportation means and infrastructure); dramatic social/economic division and juxtaposition between urban, industrialized world and rural poverty marked by precarious physical existence and father/son relationship (“<i>tambaleante</i>”) within a harsh world filled with physical obstacles (“<i>piedras</i>”) and fatigue--no transportation, no paved roads, no path or road markings (“<i>Me estoy cansando</i>”; “<i>se le doblaban las piernas</i>”); absence of, or limited access to, medical facilities or transportation; human beings dependent on their rudimentary senses of hearing, sight, and touch 	<p>Note: A response that references a literary device without identifying it by name is valid if it is connected to the characteristics of the period/movement/literary genre/technique</p> <ul style="list-style-type: none"> A third-person narrator (an omniscient and objective observer) Sensorial imagery, movement, and flashback characterize the setting and mark the passage of time. Dialogue that reflects family traditions or relations, linguistic register, and colloquialisms of people of the region The use of symbols: The “<i>tambaleante</i>” moonlight reflects the broken relationship of the father and son and their precarious existence; the symbolic title represents the illusive hope and son’s failure to reciprocate the father’s love Use of formal and informal (compassion/affection) voice Paradox—the father recriminates his son yet loves him and attempts to save him Tone—Narration expresses a sense of seriousness and tragedy Begins and, in some ways, ends <i>in medias res</i> Simile and Metaphor

<ul style="list-style-type: none"> • Innovative narrative techniques: <ul style="list-style-type: none"> • Sensorial, almost oneiric imagery and symbolism (for example: <i>La luna</i>) • Alternative focus on time and space; a non-linear sense of time: references to magical realism; references to the son's childhood (flashback); the cyclical movement of the moon, accompanying the characters, marking the passing of time, and witnessing their tragic journey • Dialogue that opens the narration <i>in medias res</i> • Use of regionalisms that reflect the social context 	<ul style="list-style-type: none"> • Inhospitable, hostile physical world, harsh surroundings, fatigue • Solitary, isolated existence ("<i>no se ve nada</i>"; "<i>no se oye nada</i>"; "<i>una sola sombra</i>") • Violent society (the son's and his acquaintance's crimes and bad behavior—in spite of having someone who has supported him and tried to educate him) • Sense of duty/obligation to family • Register reflects sociocultural context (tú vs. usted) 	<ul style="list-style-type: none"> • Personification: the personified moon(light) marks the cyclical passing of time and accompanies the dramatic action from the beginning until the end of the story • Anaphora/Repetition • Epithet • Hyperbole
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