

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 construcción de la realidad. 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

Línea Díjole [el ventero] como ya le había dicho que en aquel castillo no había capilla, y para lo que restaba de hacer tampoco era necesaria, que todo el toque de quedarse armado caballero consistía en la pescozada y
5 en el espaldarazo, según él tenía noticia del ceremonial de la orden, y que aquello en mitad de un campo se podía hacer, y que ya había cumplido con lo que tocaba al velar de las armas, que con solas dos horas de vela se cumplía, cuanto más que él había
10 estado más de cuatro. Todo se lo creyó don Quijote, que él estaba allí pronto para obedecerle y que concluyese con la mayor brevedad que pudiese, porque, si fuese otra vez acometido y se viese armado caballero, no pensaba dejar persona viva en el castillo,
15 eceto aquellas que él le mandase, a quien por su respeto dejaría.

Advertido y medroso desto el castellano, trajo luego un libro donde asentaba la paja y cebada que daba a los arrieros, y con un cabo de vela que le traía
20 un muchacho, y con las dos ya dichas doncellas, se vino a donde don Quijote estaba, al cual mandó hincar de rodillas; y, leyendo en su manual, como que decía alguna devota oración, en mitad de la leyenda alzó la mano y diole sobre el cuello un buen golpe, y tras él,

25 con su misma espada, un gentil espaldarazo, siempre murmurando entre dientes, como que rezaba. Hecho esto, mandó a una de aquellas damas que le ciñese la espada, la cual lo hizo con mucha desenvoltura y discreción, porque no fue menester poca para no
30 reventar de risa a cada punto de las ceremonias; pero las proezas que ya habían visto del novel caballero les tenía la risa a raya. Al ceñirle la espada dijo la buena señora:
—Dios haga a vuestra merced muy venturoso
35 caballero y le dé ventura en lides.

Miguel de Cervantes Saavedra
(~1547-1616)
Primera parte, Capítulo III
Don Quijote de la Mancha
Barcelona: Instituto Cervantes, 1998.
(Originalmente se publicó en 1605).

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Question 4

Essay: Text Comparison

Texts and Theme

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

Text 2: *Amadís de Gaula*, Garcí Rodríguez de Montalvo

Theme in the text: *La construcción de la realidad*

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.

Note: If the essay has a significantly unbalanced focus on one of the texts, the analysis must be good to earn a score of 3. In an essay that does not include literary devices, the discussion of the theme in both texts must be good to merit a 3. In an essay that suggests a lack of understanding of the theme, the discussion of literary devices in both texts must be good to merit a 3.

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Question 4 (continued)

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

- Identifies 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.

- Identifies some rhetorical, stylistic, or structural features in the 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 in English, 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.