

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 las autoras emplean en los dos poemas para desarrollar el tema de las relaciones entre los hombres y las mujeres. En tu ensayo, compara la presentación del tema en los dos poemas. Debes incluir ejemplos de los textos que apoyen tus ideas.

Poema 1

Arguye de inconsecuentes el gusto y la censura de los hombres que en las mujeres acusan lo que causan

Hombres necios que acusáis
a la mujer sin razón,
sin ver que sois la ocasión
de lo mismo que culpáis:

Verso

5 si con ansia sin igual
solicitáis su desdén,
¿por qué queréis que obren bien
si las incitáis al mal?

10 Combatís su resistencia
y luego, con gravedad,
decís que fue liviandad
lo que hizo la diligencia.

15 Parecer quiere el denuedo
de vuestro parecer loco,
al niño que pone el coco
y luego le tiene miedo.

20 Queréis, con presunción necia,
hallar a la que buscáis
para pretendida, Thais,
y en la posesión, Lucrecia.

¿Qué humor puede ser más raro
que el que, falto de consejo,
él mismo empaña el espejo,
y siente que no esté claro?

25 Con el favor y el desdén
tenéis condición igual,
quejándoos, si os tratan mal,
burlándoos, si os quieren bien.

Opinión, ninguna gana;
30 pues la que más se recata,
si no os admite, es ingrata,
y si os admite, es liviana.

Sor Juana Inés de la Cruz (1651-1695)
Obras completas
México, D.F.: Editorial Porrúa, 1996.

AP[®] SPANISH LITERATURE AND CULTURE

2013 SCORING GUIDELINES

Question 4

Text Comparison

Essay: Texts and Theme

Text 1: *Hombres necios que acusáis*, Sor Juana Inés de la Cruz

Text 2: *Décimas...*, Marcia Belisarda

Theme in the text: *Las relaciones entre los hombres y las mujeres*

- 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.

AP[®] SPANISH LITERATURE AND CULTURE

2013 SCORING GUIDELINES

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.

— Page is blank.

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