

**SPANISH LITERATURE AND CULTURE
SECTION II**

Time—1 hour and 40 minutes

4 Questions

YOU MAY USE THE PAGES THE QUESTIONS ARE PRINTED ON FOR TAKING NOTES AND PLANNING YOUR ANSWERS. NOTES WRITTEN ON THESE PAGES WILL NOT BE SCORED. WRITE ALL OF YOUR RESPONSES ON THE LINED PAGES.

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

Instrucciones: Escribe una respuesta coherente y bien organizada EN ESPAÑOL sobre el siguiente tema.

Question 1

Text Explanation

Suggested Time—15 minutes

Identifica al autor y la época del fragmento. Luego, explica el desarrollo del tema de las divisiones socioeconómicas dentro de la obra a la que pertenece.

Ese día empezó nublado y sentía lo fresco de la mañana rozarle las pestañas mientras empezaban a trabajar él y sus hermanos. La madre había tenido que quedarse en casa a cuidar al viejo. Así que se sentía responsable de apurar a sus hermanos. Por la mañana, a lo menos por las primeras horas, se había aguantado el sol, pero ya para las diez y media limpió el cielo de repente y se aplano sobre todo el mundo. Empezaron a trabajar más despacio porque se les venía una debilidad y un bochorno si trabajaban muy aprisa. Luego se tenían que limpiar el sudor de los ojos cada rato porque se les oscurecía la vista.

—Cuando vean oscuro, muchachos, párenle de trabajar o denle más despacio. Cuando lleguemos a la orilla descansamos un rato para coger fuerzas. Va a estar caliente hoy. Que se quedara nubladito así como en la mañana, ni quién dijera nada. Pero nada, ya aplanándose el sol ni una nubita se le aparece de puro miedo. Para acabarla de fregar, aquí acabamos para los dos y luego tenemos que irnos a aquella labor que tiene puro lomerío. Arriba está bueno pero cuando estemos en las bajadas se pone bien sofocado. Ahí no ventea nada de aire. Casi ni entra el aire.

¿Se acuerdan?

—Sí.

—Ahí nos va a tocar lo mero bueno del calor. Nomás toman bastante agua cada rato; no le hace que se enoje el viejo. No se vayan a enfermar. Y si ya no aguantan me dicen luego *luego ¿eh?* Nos vamos para la casa. Ya vieron lo que le pasó a papá por andar aguantando. El sol se lo puede comer a uno.

Pages 42-50 are reprinted with permission from the publisher of “...y no se lo tragó la tierra”
(© 1995 Arte Público Press-University of Houston)

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

Instrucciones: Escribe una respuesta coherente y bien organizada EN ESPAÑOL sobre el siguiente tema.

Question 2
Text and Art Comparison
Suggested Time —15 minutes

Lee la siguiente selección y estudia la foto. Luego compara la representación del tiempo y el espacio en las dos obras en relación a la época del Barroco.

Salmo XVII

Miré los muros de la Patria mía,
si un tiempo fuertes, ya desmoronados,
de larga edad y de vejez cansados,
Verso dando obediencia al tiempo en muerte fría.

5 Salíme al campo, y vi que el sol bebía
los arroyos del hielo desatados,
y del Monte quejosos los ganados
porque en sus sombras dio licencia al día.

Entré en mi casa y vi que, de cansada,
10 se entregaba a los años por despojos.
Hallé mi espada de la misma suerte;

mi vestidura, de servir gastada;
y no hallé cosa en que poner los ojos
donde no viese imagen de mi muerte.

Francisco de Quevedo Villegas
Poesía varia
Madrid: Ediciones Cátedra, 2003.
(Se publicó en *Heráclito cristiano* en 1613).

AP® SPANISH LITERATURE AND CULTURE 2014 SCORING GUIDELINES

Question 1

Short Answer: Text Explanation

Text: Excerpt from “...y no se lo tragó la tierra,” Tomás Rivera

Theme: *Las divisiones socioeconómicas*

- 3 The response correctly identifies the author and the period and effectively explains the development of the theme in the text.**

- Identifies correctly the author and the period.
- Effectively explains the development of the theme in the text.
- Supports response with relevant evidence from the text.

- 2 The response correctly identifies either the author or the period and explains the development of the theme in the text; description and narration are present but do not outweigh explanation.**

- Identifies correctly either the author or the period.
- Explains the development of the theme in the text.
- Supports response with evidence from the text, but evidence may not be clear or relevant.

Note: A response that fails to correctly identify both the author and the period must have a good explanation of the development of the theme in the text in order to earn a score of 2.

- 1 The response incorrectly identifies the author and/or the period; response does not successfully explain the development of the theme in the text; description and narration outweigh explanation; irrelevant comments may predominate.**

- Fails to correctly identify the author and/or the period.
- Attempts to explain the development of the theme in the text.
- Fails to adequately support response with textual evidence.

Note: A response that correctly identifies the author and/or the period but does not explain the development of the theme in the text cannot earn a score higher than 1.

- 0 The response is so brief or so poorly written as to be meaningless, is in English, or is otherwise off-task.**

Note: A response that merely restates part or all of the prompt receives a score of 0. A response scored a 0 in content must also receive a 0 in language.

- **Response is blank.**

Note: A response scored a (-) in content must also receive a (-) in language.

AP® SPANISH LITERATURE AND CULTURE 2014 SCORING GUIDELINES

Scoring Guidelines for Language Usage for Questions 1 and 2

- 3 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 topic or works being discussed.
 - Control of grammatical and syntactic structures is very good in spite of a few errors; use of verb tenses and mood is generally accurate; word order and formation are generally accurate.
 - There are very few errors in conventions of written language (e.g., spelling, accent marks, punctuation).
- 2 Language usage is appropriate to the task and sometimes accurate; the reader understands the response, although the student's use of language is somewhat limited.**
- Vocabulary is appropriate to the topics or works being discussed, but may limit the student's ability to present relevant ideas.
 - Control of grammatical and syntactic structures is adequate, but there are some errors; errors in the use of verb tenses and moods are frequent, but do not detract from overall understanding; there are occasional errors in word order and formation.
 - There are some errors in conventions of written language (e.g., spelling, accent marks, punctuation), but they do not impede communication.
- 1 Language usage is inappropriate to the task, inaccurate, or insufficient; the reader struggles to create an understanding of the response.**
- Vocabulary is insufficient or inappropriate to the topics or works being discussed; errors render comprehension difficult.
 - Control of grammatical and syntactic structures is inadequate; errors in verb forms, word order, and formation are frequent and impede comprehension.
 - There are frequent errors in conventions of written language (e.g., spelling, accent marks, punctuation) that impede communication.
- 0 The response is so brief or so poorly written as to be meaningless, is in English, or is otherwise off-task.**

Note: A response that merely restates part or all of the prompt receives a score of 0. A response scored a 0 in language must also receive a 0 in content.

— **Response is blank.**

Note: A response scored a (-) in language must also receive a (-) in content.