

**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 “A Roosevelt” representa las características del Modernismo y el contexto histórico en Latinoamérica en el siglo XX. En tu ensayo debes comentar los recursos literarios del poema. Debes incluir ejemplos del texto que apoyen tus ideas.

**A Roosevelt**

¡Es con voz de la Biblia, o verso de Walt Whitman,  
 que habría de llegar hasta ti, Cazador!  
 Primitivo y moderno, sencillo y complicado,  
 con un algo de Washington y cuatro de Nemrod.  
 5 Eres los Estados Unidos,  
 eres el futuro invasor  
 de la América ingenua que tiene sangre indígena,  
 que aún reza a Jesucristo y aún habla en español.

Eres soberbio y fuerte ejemplar de tu raza;  
 10 eres culto, eres hábil; te opones a Tolstoy.  
 Y domando caballos, o asesinando tigres,  
 eres un Alejandro-Nabucodonosor.  
 [...]

Creas que la vida es incendio,  
 15 que el progreso es erupción;  
 en donde pones la bala  
 el porvenir pones.

No.

Los Estados Unidos son potentes y grandes.  
 20 Cuando ellos se estremecen hay un hondo temblor  
 que pasa por las vértebras enormes de los Andes.  
 Si clamáis, se oye como el rugir del león.  
 Ya Hugo a Grant le dijo: “Las estrellas son vuestras”.  
 (Apenas brilla, alzándose, el argentino sol  
 25 y la estrella chilena se levanta...) Sois ricos.  
 Juntáis al culto de Hércules el culto de Mammón;  
 y alumbrando el camino de la fácil conquista,  
 la Libertad levanta su antorcha en Nueva York.

Mas la América nuestra, que tenía poetas  
 30 desde los viejos tiempos de Netzahualcoyotl,  
 que ha guardado las huellas de los pies del gran Baco,  
 que el alfabeto pánico en un tiempo aprendió;  
 que consultó los astros, que conoció la Atlántida,  
 cuyo nombre nos llega resonando en Platón,  
 35 que desde los remotos momentos de su vida  
 vive de luz, de fuego, de perfume, de amor,  
 la América del gran Moctezuma, del Inca,  
 la América fragante de Cristóbal Colón,  
 la América católica, la América española,  
 40 la América en que dijo el noble Guatemoc:  
 “Yo no estoy en un lecho de rosas”; esa América  
 que tiembla de huracanes y que vive de amor,  
 hombres de ojos sajones y alma bárbara, vive.  
 Y sueña. Y ama, y vibra, y es la hija del Sol.  
 45 Tened cuidado. ¡Vive la América española!  
 Hay mil cachorros sueltos del León Español.  
 Se necesitaría, Roosevelt, ser, por Dios mismo,  
 el Riflero terrible y el fuerte Cazador,  
 para poder tenernos en vuestras férreas garras.  
 50 Y, pues contáis con todo, falta una cosa: ¡Dios!

Rubén Darío  
*Darío por Darío*  
 Managua: Fundación Vida, 2001.  
 (Originalmente se publicó en *Cantos de vida y esperanza, los cisnes y otros poemas* en 1905).

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**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  
5  
10  
15  
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 quedar armado caballero consistía en la pescozada y 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 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, eceto aquellas que él le mandase, a quien por su respeto dejaría.

20  
Advertido y medroso desto el castellano, trujo luego un libro donde asentaba la paja y cebada que daba a los arrieros, y con un cabo de vela que le traía 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 dióle 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 3

**Essay:** Analysis of Single Text

**Text, Movement, and Cultural Context**

**Text:** “A Roosevelt,” Rubén Darío

**Movement:** *Modernismo*

**Cultural Context:** *Latinoamérica del siglo XX*

- 5 The essay clearly analyzes how the text represents both the specified movement and the given cultural context.**
- Analyzes how cultural products, practices, or perspectives found in the text reflect the given movement and cultural context.
  - Analyzes a variety of rhetorical, stylistic, or structural features in the text.
  - 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 how the text represents both the specified movement and the given cultural context; description and narration are present but do not outweigh analysis.**
- Explains how the text’s content relates to the given movement and cultural context.
  - Discusses rhetorical, stylistic or structural features in the text.
  - 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 how the text represents the specified movement and the given cultural context; however, description and narration outweigh analysis.**
- Identifies features of the given movement and cultural context represented in the text.
  - Describes some rhetorical, stylistic, or structural features in the text.
  - 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 either the specified movement or the given cultural context and discusses rhetorical, stylistic, and structural features, the analysis must be good to earn a score of 3. If the essay has a balanced focus on both the movement and the cultural context but does not discuss rhetorical, stylistic, and structural features, the analysis must be good to earn a score of 3. If the essay focuses only on either the specified movement or the given cultural context and discusses rhetorical, stylistic, and structural features, the analysis of both must be good to earn a score of 3.

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**Question 3 (continued)**

**2      The essay shows little ability to analyze how the text represents the specified movement and the given cultural context; summary and paraphrasing predominate.**

- May not clearly identify features of the given movement or cultural context represented in the text.
- May not clearly identify rhetorical, stylistic, or structural features of the text.
- 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 the text, 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 the given movement or cultural context without commenting on the rhetorical, stylistic, or structural features cannot receive a score higher than 2.

**1      The essay is inaccurate and insufficient; there is no attempt to analyze the text; irrelevant comments predominate.**

- Demonstrates lack of understanding of the given movement or cultural context, or the text.
- May not identify rhetorical, stylistic, or structural features of a text.
- Does not state a purpose, show evidence of organization, or offer a progression of ideas.
- May consist entirely of summary or paraphrasing of the text without examples relevant to the given movement or cultural context.
- 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.

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### Scoring Guidelines for Language Usage for Questions 3 and 4

- 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, 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 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 to 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.

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Scoring Guidelines for Language Usage for Questions 3 and 4 (continued)

**2 Language usage is sometimes inappropriate to the task and generally inaccurate; the reader must supply inferences to make the response understandable.**

- 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, and formation are numerous and serious enough to impede comprehension at times.
- 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.

**1 Language usage is inappropriate to the task, inaccurate, or insufficient; the reader struggles to create an understanding of the response.**

- Vocabulary is insufficient and 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, and formation are nearly constant and impede comprehension frequently.
- 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.

**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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