

**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 el fragmento de *El burlador de Sevilla y convidado de piedra* representa las características de la comedia del Siglo de Oro y el contexto sociocultural de la España del siglo XVII. En tu ensayo debes comentar los recursos literarios de la comedia del Siglo de Oro. Debes incluir ejemplos del texto que apoyen tus ideas.

Jornada primera

(Vase DON JUAN y entra el REY.)

DON PEDRO

*Verso* Ejecutando, señor,  
lo que mandó Vuestra Alteza,  
5 el hombre...

REY

¿Murió?

DON PEDRO

Escapóse  
10 de las cuchillas soberbias.

REY

¿De qué forma?

DON PEDRO

De esta forma:

15 aún no lo mandaste apenas,  
cuando sin dar más disculpa  
la espada en la mano aprieta,  
revuelve la capa al brazo,  
y con gallarda presteza  
20 ofendiendo a los soldados  
y buscando su defensa,  
viendo vecina la muerte,  
por el balcón de la huerta  
se arroja desesperado.  
25 Siguióle con diligencia  
tu gente. Cuando salieron  
por esa vecina puerta,  
le hallaron agonizando  
como enroscada culebra.  
30 Levantóse, y al decir  
los soldados «muera, muera»,  
bañado de sangre el rostro  
con tan heroica presteza  
se fue, que quedé confuso.  
35 La mujer, que es Isabela,  
que para admirarte nombro,  
retirada en esa pieza  
dice que fue el Duque Octavio  
quien, con engaño y cautela,  
40 la gozó.

**2015 AP<sup>®</sup> SPANISH LITERATURE AND CULTURE FREE-RESPONSE QUESTIONS**

REY

¿Qué dices?

DON PEDRO

45 Digo  
lo que ella propia confiesa.

REY

¡Ah, pobre honor! Si eres alma  
del hombre, ¿por qué te dejan  
en la mujer inconstante,  
50 si es la misma ligereza?  
¡Hola!

(Sale un CRIADO.)

CRIADO

Gran señor...

55 REY

Traed  
delante de mi presencia  
esa mujer.

DON PEDRO

60 Ya la guardia  
viene, gran señor, con ella.

(Trae la guarda a ISABELA.)

ISABELA

¿Con qué ojos veré al Rey?

65 REY

Idos, y guardad la puerta  
de esa cuadra. Di, mujer,  
¿qué rigor, qué airada estrella  
te incitó, que en mi palacio,  
70 con hermosura y soberbia,  
profanastes sus umbrales?

ISABELA

Señor...

REY

75 Calla, que la lengua  
no podrá dorar el yerro  
que has cometido en mi ofensa:  
¿Aquel era el Duque Octavio?

ISABELA

80 Sí, señor.

REY

No importan fuerzas,  
guardas, criados, murallas,  
fortalecidas almenas  
85 para Amor, que la de un niño  
hasta los muros penetra.  
Don Pedro Tenorio, al punto  
a esa mujer llevad presa  
a una torre, y con secreto  
90 haced que al Duque le prendan,  
que quiero hacer que le cumpla  
la palabra o la promesa.

ISABELA

Gran señor, volvedme el rostro.

95 REY

Ofensa a mi espalda hecha,  
es justicia y es razón  
castigalla a espaldas vueltas.

(Vase el REY.)

100 DON PEDRO

Vamos, Duquesa.

ISABELA

Mi culpa  
no hay disculpa que la venza.

105 [Aparte.]

(Mas no será el yerro tanto  
si el Duque Octavio lo enmienda.)

Atribuida a Tirso de Molina

*El burlador de Sevilla*

Madrid: Ediciones Cátedra, 1991.

(Se estima que originalmente fue escrita en 1630).

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**Question 4**

**Text Comparison**

**Suggested Time — 35 minutes**

Analiza el efecto de los recursos literarios que las poetisas emplean en los dos poemas para desarrollar el tema de la experiencia del dolor. En tu ensayo, compara la presentación de este tema en los dos poemas. Debes incluir ejemplos de los textos que apoyen tus ideas.

**Poema 1**  
**Peso ancestral**

Tú me dijiste: no lloró mi padre;  
Tú me dijiste: no lloró mi abuelo;  
No han llorado los hombres de mi raza,  
*Verso* Eran de acero.

5 Así diciendo te brotó una lágrima  
Y me cayó en la boca... más veneno:  
Yo no he bebido nunca en otro vaso  
Así pequeño.

Débil mujer, pobre mujer que entiende,  
10 Dolor de siglos conocí al beberlo:  
Oh, el alma mía soportar no puede  
Todo su peso.

Alfonsina Storni  
*Poesías completas*  
Buenos Aires: Sociedad Editora Latino Americana, 1996.  
(Originalmente se publicó en *Irremediablemente* en 1920).

**Poema 2**  
**Redención**

Mi alma era una choza cerrada a cal y canto.  
Acaso no sabía ni de sol ni de luz,  
E ignoraba asimismo el inmenso quebranto  
*Verso* Que sufrió en el calvario<sup>1</sup> nuestro hermano Jesús.

5 Una queja tan honda como un lloro doliente  
La abrió luego a la vida cual un cáliz en flor.  
Y fue un deslumbramiento magnífico y ardiente  
A través de esa brecha<sup>2</sup> que le hiciera el dolor.

Y ahora está mi alma abierta a cuatro vientos.  
10 Fue cada sufrimiento una nueva ventana  
Hacia los dilatados y puros firmamentos<sup>3</sup>.

Era inhospitalaria, insensible y oscura.  
Dolor abrió sus puertas y ahora de ella mana  
Un gran haz de luz clara de infinita dulzura.

Juana de Ibarbourou  
*Obras completas*  
Madrid: Aguilar, 1960.  
(Originalmente se publicó en *Las lenguas de diamante* en 1919).

<sup>1</sup> calvario: serie o sucesión de adversidades y padecimientos

<sup>2</sup> brecha: ruptura o apertura

<sup>3</sup> firmamento: cielo

**STOP**

**END OF EXAM**

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## 2015 SCORING GUIDELINES

### Question 3

**Essay:** Analysis of Single Text

**Text, Subgenre, and Cultural Context**

**Text:** *El burlador de Sevilla y convidado de piedra*, Tirso de Molina

**Subgenre:** *La comedia del Siglo de Oro*

**Cultural Context:** *La España del siglo XVII*

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

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## 2015 SCORING GUIDELINES

### Question 3 (continued)

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

- May not clearly identify rhetorical, stylistic, or structural features in the text.
- May not clearly identify cultural products, practices, or perspectives of the given cultural context found in 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 specified subgenre or the given 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 how the text represents the specified subgenre and the given cultural context; irrelevant comments predominate.**

- May not identify rhetorical, stylistic, or structural features in the text.
- Demonstrates lack of understanding of the text, or cultural products, practices, or perspectives of the given cultural context found in the 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 subgenre or the given 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 not in Spanish, 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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## 2015 SCORING GUIDELINES

### 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, and 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 not in Spanish, 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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## 2015 SCORING GUIDELINES

### 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.