

**2010 AP<sup>®</sup> SPANISH LITERATURE FREE-RESPONSE QUESTIONS**

**SPANISH LITERATURE**

**SECTION II**

**Total time—1 hour and 50 minutes**

**3 Questions**

**Section II counts for 60 percent of the total score on the examination. Each question counts for 20 percent of the total score.**

*Directions:* Write coherent and well-organized essays **IN SPANISH** on the topics that appear below. Avoid mere plot summary.

*Instrucciones:* Escribe un ensayo coherente y bien organizado **EN ESPAÑOL** sobre cada uno de los siguientes temas. Evita simplemente resumir el argumento.

**Question 1**

**Análisis de poesía**

**(Tiempo sugerido—30 minutos)**

1. Analiza el tema de la búsqueda en el siguiente poema. En tu análisis debes comentar los recursos técnicos y el lenguaje poético que usa el poeta para comunicar este tema. Tu ensayo debe incluir ejemplos del poema que apoyen tus ideas.

Note: The poem by Octavio Paz, “El sediento,” does not appear on this website due to copyright constraints. The poem was originally published in *Poemas (1935-1975)* (Barcelona: Editorial Seix Barral, 1979).

**Question 2**

**Análisis temático**

**(Tiempo sugerido—40 minutos)**

2. En algunas de las obras que has leído, aparece el encuentro de dos culturas. Escoge **DOS** de las siguientes obras. Escribe un ensayo que compare este tema en las **DOS** obras. Tu ensayo debe incluir ejemplos de los textos que apoyen tus ideas.

“Balada de los dos abuelos”, Nicolás Guillén

“Chac Mool”, Carlos Fuentes

“El sur”, Jorge Luis Borges

*Naufraios*, Álvar Núñez Cabeza de Vaca

# AP<sup>®</sup> SPANISH LITERATURE 2010 SCORING GUIDELINES

## Question 1: Poetry Analysis

### 9 Demonstrates Superiority

- A very well-developed essay that clearly and thoroughly **analyzes** the theme of the search presented in the poem.
- Accurately discusses how poetic language and devices are used in the poem to communicate this theme.
- Commentary is supported with specific textual references.
- Demonstrates insight; may show originality.
- Virtually no irrelevant or erroneous information.
- Reader has no doubt that the student possesses an insightful understanding of the poem and the question.

### 7–8 Demonstrates Competence

- A well-developed essay that **analyzes** the theme of the search presented in the poem.
- Textual analysis outweighs description and paraphrasing.
- Discusses how poetic language and devices are used in the poem to communicate this theme.
- Commentary is supported with specific textual references.
- Reader may have to make some inferences because the essay is not always sufficiently explicit.
- May contain some errors, but these do not undermine the overall quality of the essay.
- The essay must include some treatment of the poetic language and devices used in the poem to merit a score of 7.

### 5–6 Suggests Competence

- Student basically understands the question and the poem, but the essay is not well focused or developed.
  - Description and paraphrasing outweigh textual analysis.
  - Limited discussion of how poetic language and devices are used in the poem to communicate the theme.
  - Erroneous or repetitive statements or both may intrude and weaken the overall quality of the essay.
  - May require significant inferences because the response is not always explicit.
  - An essay that does not address poetic language and devices must be good to merit a score of 5.
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### 3–4 Suggests Lack of Competence

- Essay is so general as to suggest that the student has not adequately understood the question or the poem or both.
- Poorly organized essay; focus wanders; comments are sketchy.
- May consist almost entirely of paraphrasing or mere listing of poetic language and devices.
- Irrelevant statements may predominate.
- May contain major errors of interpretation that detract from the overall quality of the essay.