

2005 AP[®] 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 grade on the examination. Each question counts for 20 percent of the total grade.

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 cómo se presenta el tema de la amistad en el siguiente poema. En tu análisis debes comentar el lenguaje poético y los recursos técnicos que usa el poeta. Tu ensayo debe incluir ejemplos del poema que apoyen tus ideas.

Tiene el leopardo un abrigo
En su monte seco y pardo:
Yo tengo más que el leopardo,
Porque tengo un buen amigo.

Duerme, como en un juguete,
La mushma¹ en su cojinete
De arce² del Japón: yo digo:
«No hay cojín como un amigo.»

Tiene el conde su abolengo:³
Tiene la aurora el mendigo:
Tiene ala el ave: ¡yo tengo
Allá en México un amigo!

Tiene el señor presidente
Un jardín con una fuente,
Y un tesoro en oro y trigo:
Tengo más, tengo un amigo.

Versos sencillos
José Martí
Ediciones Cátedra (1982)

¹ mushma: muchacha joven

² cojinete de arce: almohadilla sobre una caja de madera

³ abolengo: ascendencia, antepasados

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Question 2

Análisis temático

(Tiempo sugerido—40 minutos)

2. Muchas obras presentan el tema del individuo que lucha contra los obstáculos de la vida. Escoge UNA de las obras siguientes. Escribe un ensayo que analice este tema en la obra. Tu ensayo debe incluir ejemplos del texto que apoyen tus ideas.

“Dos palabras”, Isabel Allende

“Las medias rojas”, Emilia Pardo Bazán

Naufraios, Álar Núñez Cabeza de Vaca

San Manuel Bueno, mártir, Miguel de Unamuno y Jugo

“La siesta del martes”, Gabriel García Márquez

**AP[®] SPANISH LITERATURE
2005 SCORING GUIDELINES**

Question 1: Poetry Analysis

9 DEMONSTRATES SUPERIORITY

- A very well-developed essay that analyzes clearly and thoroughly how the theme of friendship is 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.
- Student possesses a superior understanding of the poem and the question.

7–8 DEMONSTRATES COMPETENCE

- A well-developed essay that analyzes how the theme of friendship is 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*.
- Essay is not always sufficiently explicit.
- May contain some errors, but these do not undermine the overall quality of the essay.
- To merit a 7, the essay must include some treatment of the poetic language and devices used in the poem.

5–6 SUGGESTS COMPETENCE

- Description and paraphrasing outweigh textual analysis.
- Student basically understands the question *and* the poem, but the essay is not well focused or developed.
- Erroneous and/or repetitive statements may intrude and weaken the overall quality of the essay.
- Requires 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 5.

3–4 SUGGESTS LACK OF COMPETENCE

- Essay is so general as to suggest that the student has not adequately understood the question and/or the poem.
- Poorly organized; focus wanders; comments are sketchy.
- Irrelevant statements may predominate.
- May contain major errors of interpretation that detract from the overall quality of the essay.

1–2 DEMONSTRATES LACK OF COMPETENCE

- Essay is chaotic, confused, and incorrect.
- It is clear the student has not understood the question or the poem.

- 0** Blank page; OR response is on task but is so brief or so poorly written as to be meaningless; OR response is written in English; OR response is completely off task (obscenity, nonsense poetry, drawings, letter to the reader, etc.).