

**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 de este fragmento. Luego, explica el tema de la identidad americana dentro de la obra a la que pertenece.

Conocer el país, y gobernarlo conforme al conocimiento, es el único modo de librarlo de tiranías. La Universidad europea ha de ceder a la Universidad americana. La historia de América, de los incas a acá, ha de enseñarse al dedillo, aunque no se enseñe la de los arcontes de Grecia. Nuestra Grecia es preferible a la Grecia que no es nuestra.  
*Línea* Nos es más necesaria. Los políticos nacionales han de reemplazar a los políticos exóticos. Injértense en nuestras  
5 Repúblicas el mundo; pero el tronco ha de ser el de nuestras Repúblicas. Y calle el pedante vencido; que no hay patria en que pueda tener el hombre más orgullo que en nuestras dolorosas repúblicas americanas.

“Nuestra América”  
*Introducción a la literatura hispanoamericana*  
Chicago: NTC/Contemporary Publishing Company

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**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 pintura. Luego compara la representación de la belleza femenina en las dos obras en relación al Barroco.

**Soneto CLXVI**

Mientras por competir con tu cabello,  
oro bruñido al sol relumbra en vano;  
mientras con menosprecio en medio el llano  
Verso mira tu blanca frente el lilio bello;

5        mientras a cada labio, por cogello,  
siguen más ojos que al clavel temprano;  
y mientras triunfa con desdén lozano  
del luciente cristal tu gentil cuello;

10      goza cuello, cabello, labio y frente,  
antes que lo que fue en tu edad dorada  
oro, lilio, clavel, cristal luciente,

          no sólo en plata o viola troncada  
se vuelva, mas tú y ello juntamente  
en tierra, en humo, en polvo, en sombra, en nada.

Luis de Góngora  
*Poesía lírica del Siglo de Oro*  
Madrid: Ediciones Cátedra, 1980.  
(Se escribió en 1582).

# **AP® SPANISH LITERATURE AND CULTURE 2016 SCORING GUIDELINES**

## **Question 1**

**Short Answer:** Text Explanation

**Text:** Excerpt from “Nuestra América,” José Martí

**Theme:** La identidad americana

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

- Identifies correctly the author and the period.
- Effectively explains 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 theme in the text; description and narration are present but do not outweigh explanation.**

- Identifies correctly either the author or the period.
- Explains 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 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 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 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 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 not in Spanish, 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 2016 SCORING GUIDELINES**

## **Question 1 (continued)**

### **Language Usage**

- 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 not in Spanish, 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.